

# **Michigan Part B Annual Performance Report**

As required by 20 U.S.C. 1416  
Sec. 616(b)(1) of the Individuals with Disabilities Education Act 2004

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Office of Special Education and Early Intervention Services

Annual Performance Report  
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## Michigan's FFY 2007 Annual Performance Report (APR) February 2009 Overview

The Michigan Department of Education (MDE) developed the FFY 2007 (2007-2008) APR with leadership from the Offices of Special Education and Early Intervention Services (OSE-EIS) and Early Childhood Education and Family Services (ECE&FS). This APR includes a report of Michigan's progress and/or slippage in meeting the state's "measurable and rigorous targets" found in its State Performance Plan (SPP). The current versions of the SPP and APR can be found on the Michigan Department of Education website at: [www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis).

The APR reflects statewide summary data from each of Michigan's local educational agencies (LEAs) and state agency programs. The 2007-2008 School Code Master references 839 Michigan LEAs:

- 552 traditional school districts,
- 230 charter schools, known in Michigan as Public School Academies, and
- 57 Intermediate School Districts (ISDs)/Educational Service Agencies (ESAs)

State Agency programs include the Michigan School for the Deaf and educational programs operated by Michigan's Department of Community Health, Department of Corrections and Department of Human Services.

In this document the term "districts" refers to all LEAs, including traditional school districts, charter schools/public school academies and Intermediate School Districts/Educational Service Agencies that provide direct services to students.

Within each indicator, the number of districts included in the calculations varies depending on the data requirements, e.g. not all districts have a preschool program or a secondary program, and some do not have students with disabilities.

### Process Used to Develop the APR

#### Clusters

For purposes of implementing the necessary work, the 20 SPP indicators were organized according to four critical questions:

1. Are children with disabilities entering school ready to learn?
  - #6 Preschool Educational Environments
  - #7 Preschool Outcomes
  - #12 Early Childhood Transition
2. Are students with disabilities achieving at high levels?
  - #3 Statewide Assessment
  - #4 Suspension/Expulsion
  - #5 Educational Environments
  - #8 Facilitated Parent Involvement
  - #9 Disproportionate Representation—Child with a Disability
  - #10 Disproportionate Representation—Eligibility Category
3. Are students with disabilities prepared for success beyond high school?
  - #1 Graduation
  - #2 Dropout
  - #13 Secondary Transition
  - #14 Postsecondary Outcomes
4. Does the infrastructure support the implementation of IDEA?

- #11 Child Find
- #15 Compliance Findings
- #16 State Complaints
- #17 Hearings Adjudicated
- #18 Resolution Session Agreements
- #19 Mediation Agreements
- #20 Timely and Accurate Data

### Leadership

The SPP core team membership included:

- the OSE-EIS Director,
- the OSE-EIS Program Accountability and Program Improvement Supervisors,
- the OSE-EIS Monitoring, Information Management, and Planning and Reporting Coordinators, and
- the cluster lead for each of the four critical questions listed above.

The core team provided global direction and oversight during the development of the APR. The team provided advice on the required elements of each indicator report and contributed to the accuracy and coherence of the final report.

The cluster leads supported indicator-specific teams in accomplishing their work. Each team had a designated indicator lead, data support and secretarial support person. Team members included staff from:

- the OSE-EIS,
- MDE's Office of Educational Assessment and Accountability,
- MDE's Office of Early Childhood Education and Family Services, and
- grantees and other providers of contracted services.

The indicator teams examined data collection strategies, available data, variables that impacted progress and slippage, and improvement activities. Michigan's Center for Educational Performance and Information (CEPI) staff also provided data support to the core team and some indicator teams.

### National Guidance and Support

The following national technical assistance centers, networks and organizations provided the MDE with APR-related consultation and/or resources:

- Center on Positive Behavioral Interventions and Supports (PBIS)
- Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
- Data Accountability Center (DAC)
- Early Childhood Outcomes (ECO) Center
- Great Lakes East Comprehensive Center
- National Association of State Directors of Special Education (NASDSE)
- National Center on Educational Outcomes (NCEO)
- National Center for Special Education Accountability Monitoring (NCSEAM)—now as part of the DAC
- National Dissemination Center for Children with Disabilities (NICHCY)
- National Dropout Prevention Center for Students with Disabilities (NDPC-SD)
- National Early Childhood Technical Assistance Center (NECTAC)
- National Instructional Materials Accessibility Standard (NIMAS) Development and Technical Assistance Centers (NIMAS-CAST)
- National Implementation Research Network (NIRN)

- National Post-School Outcomes Center (NPSOC)
- National Secondary Transition Technical Assistance Center (NSTTAC)
- North Central Regional Resource Center (NCRRC)
- State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center

National center guidance is evident throughout the indicator sections of the APR. For example, staff turned to the centers for guidance in tasks such as alignment with NCSEAM's eight general supervision components and use of the postsecondary outcomes checklist.

#### Stakeholder Involvement

The Special Education Advisory Committee (SEAC)<sup>1</sup>, core teams, partner organizations and parent networks provided stakeholder input. A more complete listing of stakeholder involvement and process strategies and issues is presented in the Part B State Performance Plan Overview (February 2009 Update/Revisions).

#### **Data Enhancements**

This year's APR reflects improved data entry, collection, verification and analysis practices. The OSE-EIS collaborated with the following data systems technical experts to ensure compliance with all data collection requirements:

- The CEPI is responsible for the collection and reporting of data about Michigan's districts, schools and students. The CEPI created enhancements in the Single Record Student Database (SRSD) to capture more SPP-required data.
- Interagency Information Systems enhanced the MDE public reporting web structures and maintained web support to districts as they reviewed district and student level data.
- Wayne State University's (WSU) Center for Urban Studies maintained and upgraded data portals for local and state views of both disproportionate representation and parent involvement data.
- Public Sector Consultants (PSC) served the Transition Outcomes Project with collection and analysis of transition and postsecondary data.
- WSU and PSC provided guidance for sampling procedures to assure that data were representative.
- The High/Scope Educational Research Foundation supported the Office of ECE&FS collection and analysis of preschool outcomes data.

Data verification processes as well as the associated technical assistance increased the accuracy of the data for the following indicators: Indicator 4 (Suspension/Expulsion), Indicator 9 (Disproportionate Representation-Child with a Disability), Indicator 10 (Disproportionate Representation-Eligibility Categories), Indicator 11 (Child Find) and Indicator 12 (Early Childhood Transition). Implementation of new discipline fields in the SRSD enabled the OSE-EIS to be in full compliance with the Office of Special Education Program's (OSEP) required data elements.

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<sup>1</sup> Michigan's IDEA mandated special education State Advisory Panel  
Part B State Annual Performance Report for FFY 2007 (2007-2008)

**Monitoring and Reporting**

The OSE-EIS continued to implement and enhance the Continuous Improvement and Monitoring System (CIMS) including the Service Provider Self Review (SPSR), verification and focused monitoring (See Appendix A).

**Collaboration Among LEAs, ISDs and State Entities**

Systems of accountability influenced leaders at all levels. This enhanced collaboration resulted in increased frequency and quality of coordinated LEA, ISD and state learning opportunities. The OSE-EIS has continued to expand communication, information dissemination and guidance strategies to key stakeholders involved in implementing IDEA requirements. For example, monthly conference calls were held with ISD special education directors and with ISD monitors. Quarterly meetings were also held with these ISD staff. The Michigan IDEA Leadership Institute, initiated in 2005, continued to provide guidance and information to a broad and inclusive audience of educators, administrators, advocates and parents. These efforts were tied to improvement in both general supervision and student outcomes.

**Public Reporting**

FFY 2006 public reporting on the performance of each district on required indicators (Indicator 1-5 and 8-13) was accomplished through:

- Collaboration with additional stakeholder groups—the OSE-EIS collaborated with stakeholder groups such as the SEAC to provide input on the content and format of the Public Reports.
- Shared leadership with ISDs—the OSE-EIS collaborated with ISD personnel to provide information to district staff and the public.
- District preview of public reporting—the OSE-EIS assured that districts had ample opportunity to preview the data proposed for posting. The preview period enabled districts to prepare communications for their community describing plans for improvement.
- Media advisory—MDE's Office of Communication distributed a media advisory announcing the availability of public reporting.
- General announcement—a memorandum announcing the availability of public reporting was sent from MDE's Deputy Superintendent to all district and ISD superintendents. This memorandum was also posted to special education director listservs.
- Posting on MDE website—[www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis)—the OSE-EIS posted each district's performance on the required indicators with comparisons to state or federal targets and state performance. The website allowed the user to compare one district's performance with other districts on a specific indicator. This posting also provided the capability of easily viewing a district's performance across all indicators.
- Collaboration with parents and community members—the OSE-EIS worked with the Michigan Alliance for Families and the Citizens Alliance to Uphold Special Education (CAUSE)<sup>2</sup> parent grantees to promote awareness of the public reporting content and process.

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<sup>2</sup> Michigan's Parent Training and Information Center (PTI)  
Part B State Annual Performance Report for FFY 2007 (2007-2008)

FFY 2006 public reporting on the state's performance was supplemented by posting the current APR and one-page executive summaries (called "Special Education Facts") for each indicator on the MDE website at [www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis) and on the Center for Educational Networking website [www.cenmi.org](http://www.cenmi.org) (under the Indicators link). The 2007-2008 updates/revisions of these documents will be placed on the websites following submission of the FFY 2007 APR to the OSEP.

FFY 2007 public reporting on the performance of each district on the required indicators (Indicators 1-5 and 8-14) will be accomplished through a similar process. The anticipated date for FFY 2007 public reporting posting on the MDE website is May 2009.

**Michigan's Integrated Improvement Initiatives (MI3)**

MI3 supports the adoption, coordination and implementation of research-based strategies. A key component is using research available through the NIRN. In spring 2008 MI3 applied for, and received a grant from the SISEP Center. An intended state outcome for the work with SISEP is the "ongoing development of a learning community, amongst MDE funded initiatives, for the purpose of effective installation and implementation, with fidelity, of quality evidence-based interventions."

The data-driven decisions resulting from the APR require fidelity in the implementation of all improvement strategies to sustain results over time. Working with Dr. Dean Fixsen, staff from SISEP Center, and staff from the OSEP, the OSE-EIS continues to build strategies to coordinate and integrate the use of evidence-based practices and support effective implementation across the state. Assuring alignment between SPP/APR activities and the implementation research remains a focus for MI3 staff and supports integration of essential components of an effective system of general supervision.

An operational example of this alignment is how Michigan's State Personnel Development Grant (SPDG) and MI3 continue to support the scale-up of Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) (see Appendix B). This research-based positive behavior support and literacy intervention initiative uses a Response to Intervention (RtI) framework. This scale-up will increase the participation in this effective initiative from 250 schools to 900 schools over the next several years. MiBLSi is linked to several indicators in the APR that report on student achievement and progress.

**Michigan's Determination Status**

Michigan received a "Needs Assistance" Determination status for FFY 2006. Each of OSEP's questions/concerns in the June 2008 Response Table to Michigan's FFY 2006 APR submission has been addressed at the end of each indicator section of the FFY 2007 APR.



**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)**  
**Overview of Indicator 1 (Graduation) Report Development:**

1. See General Overview pages 1-5.
2. Data used to calculate graduation and dropout rates came from the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). As students with disabilities leave their school district, school district personnel report in the SRSD the exit status of each student (e.g. graduated, dropped out, moved to a new district).
3. The Office of Special Education and Early Intervention Services (OSE-EIS) continues to use the Office of Special Education Programs (OSEP) approved method to calculate graduation rates for students with disabilities.
4. In January 2007 the Michigan legislature enacted a statute outlining the Michigan Merit Curriculum (MMC), a comprehensive set of graduation requirements intended to provide all Michigan students with a challenging curriculum that will prepare them for postsecondary success in education and/or employment. Students who are expected to graduate as the class of 2011 are subject to these graduation requirements.
5. The methodology for calculating graduation rates for all students has changed beginning with the graduating class of 2007. The Michigan Department of Education (MDE) now uses a four-year adjusted cohort graduation rate methodology to meet No Child Left Behind (NCLB) reporting requirements. NCLB regulations require that the MDE revisit performance targets for graduation rates. When this occurs, the OSE-EIS will reexamine State Performance Plan (SPP) graduation targets.
6. The MDE reports graduation rates in three different reports: the Michigan School Report Card, the Consolidated State Performance Report and the SPP/APR. Each of these reports uses a different calculation methodology based on reporting requirements. As a result, each report may contain a slightly different graduation rate.

**Monitoring Priority: FAPE in the LRE<sup>3</sup>/Graduation**

(Results Indicator)

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

<sup>3</sup> Free Appropriate Public Education in the Least Restrictive Environment

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2004	69.7%		
2005		80.0%	70.6%
2006		80.0%	69.0%
2007		80.0%	<b>69.3% *</b>
[Number of students with IEPs who graduated with a regular high school diploma ÷ (Number of students with IEPs who graduated with a regular high school diploma + Number who received a certificate/GED + Dropped out + Aged out <sup>4</sup> + Deceased)] X 100  $*[9461 \div (9461 + 297 + 3839 + 0 + 54)] \times 100$			

Source: SRSD

**Discussion of Improvement Activities Completed**

Timelines	Activities	Status
PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT		
2006-2008	1. Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum (enacted April 2006), to inform educators about the SPP targets and available resources.	An inter-office team comprised of members from the Office of the Superintendent, Office of School Improvement and the OSE-EIS produced and delivered guidance, training and supporting documents on the requirements of the MMC during the 2007-2008 school year targeting administrators, ancillary staff, educators and parents through the following means: <ul style="list-style-type: none"> <li>• Presentations to the Special Education Advisory Committee (SEAC)<sup>5</sup>.</li> <li>• Intermediate School District directors of special education events.</li> <li>• Michigan Association of Administrators of Special Education events.</li> <li>• Michigan Transition Outcomes Project workshops.</li> <li>• Publication of Special Education Facts.</li> <li>• Webinars.</li> <li>• Public Reporting.</li> <li>• Information posted to the OSE-EIS website.</li> </ul>

<sup>4</sup> Michigan serves students with disabilities through age 25. The US Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan.

<sup>5</sup> Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Status
2006-2011	2. Develop and implement best practices leading to graduation and successful transition to post secondary roles.	<p>In March 2008, the OSE-EIS convened its third Summit for Model High Schools attended by over 300 school personnel from across the State to model collaborative general/special education practices of high performing schools.</p> <p>Reaching and Teaching Struggling Learners initiative became a Mandated Activities Project<sup>6</sup> (MAP). This initiative:</p> <ul style="list-style-type: none"> <li>• Created the first cohort of 16 middle and high schools.</li> <li>• Applied a learning community model for teams to meet graduation and dropout targets. Teams met four times during second semester of FFY 2007.</li> <li>• Received technical assistance/personnel development from the International Center for Leadership in Education, Great Lakes East Comprehensive Assistance Center, and North Central Regional Resource Center (NCRRC) regarding Response to Intervention principles, dropout prevention evidence-based practices, and <i>Thinking Through Improvement</i> (IT Kit)<sup>7</sup> data driven strategies.</li> <li>• Received Regional Education Laboratory (REL) Mid-West support for a multiple year plan to adopt evaluation measures to enable program replicability.</li> <li>• Integrated quality and compliant transition practices regarding educational attainment, Career and Technical Education embedded learning, active (differentiated) learning, and access to teacher and student mentoring services.</li> </ul> <p>Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi):</p> <ul style="list-style-type: none"> <li>• Continued support for 15 middle schools (and 13 schools with middle school level students) by providing training in targeted</li> </ul>

<sup>6</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

<sup>7</sup> The NCRRC developed *Thinking Through Improvement* to help state and local agencies with data utilization and improvement efforts (IT Kit).

Timelines	Activities	Status
		<p>and intensive behavior and reading support.</p> <ul style="list-style-type: none"> <li>Utilized Schoolwide Information System for discipline issues and AIMSWeb<sup>8</sup> for indicators of reading success to collect student outcome measures.</li> <li>Continued to develop a coach's network to support the participating schools within the project.</li> <li>Provided a presentation and a two day training session for the Michigan Elementary and Middle School Principals Association.</li> <li>Utilized the State Personnel Development Grant to regionalize support for participating schools throughout Michigan.</li> <li>Participated in the Title I Core Team to address high priority schools<sup>9</sup> in Michigan including middle and high schools.</li> </ul> <p>The Michigan Transition Outcomes Project (MI-TOP):</p> <ul style="list-style-type: none"> <li>Received technical assistance from the National Secondary Transition Technical Assistance Center (NSTTAC). MI-TOP staff attended the NSTTAC mid-year planning institute in October 2007 and state planning institute in May 2008.</li> <li>Convened three workshops for secondary transition and special education personnel for the purpose of disseminating best practices leading to graduation and successful transition to postsecondary roles.</li> <li>Initiated work on a statewide capacity building strategy designed to support consistency in documenting the secondary transition requirements of Individuals with Disabilities Education Act (IDEA).</li> </ul>
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	3. Work through the Continuous Improvement and	Twelve schools were targeted for follow-up due to low graduation rates. These schools received technical assistance at the school

<sup>8</sup> AIMSweb is a program monitoring system based on direct, frequent and continuous student assessment.

<sup>9</sup> Schools in School Improvement Phase 1 or higher

Timelines	Activities	Status
	Monitoring System (CIMS), using focused monitoring, to determine local educational agencies (LEAs) that need technical assistance to improve graduation rates.	level to: <ul style="list-style-type: none"> <li>Assure school staff were able to access relevant data.</li> <li>Identify current improvement strategies.</li> <li>Identify gaps.</li> <li>Identify additional resources.</li> </ul>
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2005-2011	4. Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	<p>MI-TOP staff attended the NSTTAC state planning institute co-hosted by the NDPC in May 2008.</p> <p>Reaching and Teaching teams used the risk factors, as noted in the NDPC-endorsed early warning sign research, to conduct building improvement plans. Risk factors included below grade level reading and math achievement, low attendance, number of retention events, number of course failures, and poor behavior/course failure linkages.</p> <p>The Dropout Prevention Summit Planning Team utilized the NDPC-endorsed document, <i>15 Effective Strategies to Prevent Dropout</i> to provide a common framework for the Shared Youth Vision (SYV) team.</p> <ul style="list-style-type: none"> <li>The SYV team conducted a needs assessment of the availability of state resources to increase the state's graduation rate for all students, including students with disabilities.</li> <li>The SYV team conducted an asset mapping session to create multiple pathways in Michigan communities for student success.</li> </ul> <p>The Dropout Prevention Summit Planning committee awarded more than ten community teams with planning grants.</p> <ul style="list-style-type: none"> <li>The funding helped teams strengthen their commitment to student graduation and to reduce the community's dropout rate.</li> </ul>

Timelines	Activities	Status
		<ul style="list-style-type: none"> <li>These community teams were invited to the Dropout Summit hosted on October 20, 2008.</li> </ul> <p>The Dropout Prevention Summit Planning Committee revisited Michigan's graduation and dropout calculation process and created a learning opportunity for more than 100 statewide leaders to discover the value of the new NCLB adjusted cohort calculation methodology. Stakeholders included the Educational Alliance, Michigan Association of Intermediate School Administrators (MAISA), Michigan's children, Intermediate School Districts (ISD) and community collaborative teams.</p>
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2005-2011	5. Continue to disseminate LEA data reports on graduation rates by disability and ethnicity.	<p>The OSE-EIS posted LEA level graduation data on Michigan's IDEA Public Reporting web page.</p> <p>The OSE-EIS continued to expand ISD and LEA level data reports in the form of data portraits that disaggregate data including graduation rates by factors such as disability and ethnicity.</p>

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet its FFY 2007 graduation target of 80% for students with disabilities.

The graduation rate for students with disabilities showed slight progress following a one year dip in its rate. This progress reestablishes the pattern of improving graduation rates as demonstrated during FFY 2003 – FFY 2005. The OSE-EIS anticipates that graduation rates will continue to demonstrate incremental improvement in coming years as a result of the MDE's high school redesign efforts, focus on improved student achievement and the SPP focus.

While the OSE-EIS continues to expand supports to the field, many of the most impactful, evidence-based strategies are still in the early stages of development and implementation. MiBLSi, for example, has demonstrated excellent outcomes during its first four years of full operation. However, it was initially developed as an intervention targeting students in elementary settings (it is currently engaged with 306 elementary schools across the state). In FFY 2006 MiBLSi began receiving resources to move to the secondary level because of its demonstrated success and

now serves 34 secondary buildings. Very few of the students benefitting from the efforts of this project, however, have reached graduation age. The result is that the investment in evidence-based practices has not yet reached a level of penetration in the field to impact enough students in enough districts to be reflected in the state aggregate number for graduation. This is also true of the Michigan Mathematics Program Improvement (MMPI) that focuses on math performance of students with disabilities at the middle school level and for the Reaching and Teaching Struggling Learners initiative which is currently working with 15 secondary buildings in its first year as a fully funded initiative.

#### Data Reporting Issues

FFY 2007 was the third year of use of the CEPI's Single Record Student Database (SRSD) for collecting data used to calculate graduation rates. This has allowed Michigan to meet OSEP's requirement to match the federal fiscal year for collecting and reporting data for students with disabilities.

A critical factor in the determination of exit status (and hence accurate and complete data) on students with disabilities is the accuracy of reporting from local education agencies. Due to an increased emphasis on accurate and complete data reporting from districts, data accuracy from the State's largest district was improved. This provides a more accurate representation of the graduation rate for students with disabilities.

Since the end of FFY 2006, the MDE has continued to provide technical assistance on issues related to data reporting. The OSE-EIS initiated an annual memo to the field detailing common reporting errors and providing access to technical assistance for correctly reporting exit data for students with disabilities.

The OSE-EIS and the CEPI continue to provide follow-up technical assistance to the field for correctly reporting exit data for students with disabilities. In October 2007, working with data consultants and grantees, the OSE-EIS assessed and improved the handling and processing of exit data. The OSE-EIS has developed business rules that delineate how exit data are downloaded, cleaned, summarized and analyzed.

#### Legislative/Policy Changes

For current reporting purposes, the OSE-EIS has continued to use the OSEP approved method of calculating graduation which provides a snapshot of the graduation rate for a particular year for students with disabilities through age 21. This method differs from the National Governors Association (NGA) adjusted cohort methodology in that it includes all students who receive a regular high school diploma regardless of the number of years taken to earn that diploma. For current reporting purposes, this method yields a graduation rate for students with disabilities of 69.3%.

Beginning with the graduating class of 2007, the MDE began using the NGA Adjusted Cohort Rate to calculate “on time” graduation rates for all students in the state. The move to a common methodology for calculating these rates allows the MDE to comparatively analyze the performance of student subgroups such as students with disabilities. Michigan students with disabilities who entered high school in fall 2003 had a 60.95% graduation rate in 2007 (vs. 75.45% for all students). Data regarding the five year graduation rate for students in the 2007 cohort will be available by April 2009, as will the four year graduation rate for students in the 2008 cohort. The NCLB regulations, released on October 2008, allow states to request approval from the United States Department of Education to report extended cohort rates (i.e. five year and six year cohort rates). The MDE plans to request this approval.

The current target for making Adequate Yearly Progress for high schools is a graduation rate of 80%. After examining graduation data for two consecutive years (2007 and 2008) under the adjusted cohort model, the MDE will reassess targets and determine if new ones should be established. When this information becomes available, the OSE-EIS will also reexamine targets in the SPP and determine if targets need to be reset to maintain consistency with NCLB requirements.

Michigan initiated a legislative requirement as part of the 2007 State School Aid Act, which requires ISDs to employ a person knowledgeable in reporting graduation and dropout data. The Pupil Accounting Manual established procedures for ISDs to audit the data used for computing graduation and dropout rates, especially exit codes. This is expected to significantly improve the quality of data being submitted by districts and eliminate changes made to data through the appeals process.



**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Implement the Reaching and Teaching Struggling Learners initiative as a strategy to increase graduation and decrease dropout rates.</p> <div data-bbox="402 474 943 800"> <p><b>Resources</b>  Reaching and Teaching, OSE-EIS staff, Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest, MI3, State Implementation on Scaling-up of Evidenced-based Practices (SISEP)</p> </div>	<p>The OSE-EIS sought and received support from REL Midwest to analyze data from the pilot year of Reach and Teach for Learning. The purpose of their involvement was to examine the theory of action (logic model) being used in Reach and Teach for Learning, and apply research principles to evaluate the impact of implementing this theory on student graduation and dropout performance. As a result, the OSE-EIS determined that this project would be funded and supported as a MAP through Michigan's Integrated Improvement Initiatives (MI3) towards full operation and scale up.</p>
2009-2011	<p><i>New:</i> Convene Michigan Symposium on Model High Schools</p> <div data-bbox="402 1205 883 1543"> <p><b>Resources</b>  Training and Technical Assistance for Transition Services Grant, International Center for Leadership in Education (ICLE), Secondary Redesign and Transition staff, MI-TOP Core Team, OSE-EIS staff</p> </div>	<p>The MDE has convened three Summits on Model High Schools, reaching more than 1300 educators across the state. The intent of the symposium model is to deliver more targeted support to schools who are implementing evidence-based practices for improvement.</p>

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures.</p> <div data-bbox="406 453 883 590"> <p><b>Resources</b> Public Sector Consultants, CEPI</p> </div>	<p>There is a need to communicate the relationship between compliance and results and link transition efforts toward improved graduation outcomes.</p>
2008-2011	<p><i>New:</i> Implement standards based individualized education programs (IEP) policies and procedures.</p> <div data-bbox="406 747 883 926"> <p><b>Resources</b> Standards Based IEP committee, OSE-EIS staff, ISD staff</p> </div>	<p>In April 2006, the Michigan legislature enacted a statewide set of rigorous graduation requirements. This increased the need for educators to consistently focus on the direct link between the IEP and the general education curriculum. This focus will enhance the participation of general education teachers in IEP development.</p>
2008-2011	<p><i>New:</i> Work with intradepartmental partners to create consistency in student planning processes.</p> <div data-bbox="406 1220 883 1465"> <p><b>Resources</b> Office of Career and Technical Education staff, Office of School Improvement staff, OSE-EIS staff</p> </div>	<p>There is a need to link special and general education practices to assure implementation of statutory requirements. Current examples include:</p> <ul style="list-style-type: none"> <li>• Develop and implement state guidance and training for inclusion of students with disabilities in the MMC.</li> <li>• Develop and implement state guidance and training to assure students with disabilities develop an Educational Development Plan (EDP) as mandated by state law.</li> <li>• Develop and implement state guidance and training to assure linkage between the EDP and the Individualized Education</li> </ul>

Timelines	New and Revised Activities	Justification
		Program (IEP).
2009-2011	<p><i>New:</i> Scale up MiBLSi at the secondary level.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Resources</b></p> <p>MI3, SISEP, OSE-EIS staff, MiBLSi staff</p> </div>	MiBLSi has demonstrated excellent results in reducing problem behavior and increasing literacy performance at the elementary level. Over the last two years, MiBLSi has piloted supports at the middle and high school level with promising results.
2006-2011	<i>Revision of Activity #2:</i> Implement evidence-based practices to improve student outcomes, i.e. graduation and postsecondary outcomes.	Revised the text of this activity to align with statutory language and create consistency with the current direction and strategic planning of the OSE-EIS.
2006-2011	<i>Revision to Activity #3:</i> Embed into Continuous Improvement and Monitoring System Redesign (CIMS-2) a process for districts to review and analyze graduation data and conduct a root cause analysis.	There was a need to clarify and operationalize this activity.

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 69.0%<sup>10</sup>. These data represent slippage from the FFY 2005 data of 70.6%.</p> <p>The State did not meet its FFY 2006 target of 80%.</p>	<p>OSEP looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.</p>	<p>Michigan has revised and added Improvement Activities to increase the graduation rate.</p>

<sup>10</sup> The original OSEP response table listed 69.7% in error. Michigan's OSEP state contact advised correcting the response table for this submission.

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)**  
**Overview of Indicator 2 (Dropout) Report Development:**

1. See General Overview pages 1-5.
2. Data used to calculate graduation and dropout rates came from the Single Record Student Database (SRSD), maintained by the Center for Educational Performance and Information (CEPI). As students with disabilities leave their school district, school district personnel report in the SRSD the exit status of each student (e.g. graduated, dropped out, moved to a new district).
3. The Office of Special Education and Early Intervention Services (OSE-EIS) continues to use the Office of Special Education Programs (OSEP) approved method to calculate dropout rates for students with disabilities. The OSE-EIS is aware that under No Child Left Behind (NCLB) regulations, states will be required to use a four year adjusted cohort methodology to report data in the State Performance Plan (SPP)/APR. Due to the way these data are currently collected and reported, these data will not be available in a timely manner until the FFY 2010.
4. The methodology for calculating graduation rates for all students has changed beginning with the graduating class of 2007. The Michigan Department of Education (MDE) now uses a four-year adjusted cohort graduation rate methodology to meet NCLB reporting requirements. To maintain consistency, the MDE has chosen to calculate dropout rates utilizing parallel methodology. This change in calculation will change the dropout rate for Michigan because it is a different calculation methodology than had previously been used. NCLB regulations require that the MDE revisit performance targets for graduation rates. When this occurs, the OSE-EIS will reexamine SPP dropout targets.
5. The MDE reports dropout rates in three different reports: the Michigan School Report Card, the Consolidated State Performance Report and the SPP/APR. Each of these reports uses a different methodology to calculate dropout rates based on reporting requirements. As a result, each report may contain a slightly different dropout rate.

**Monitoring Priority: FAPE in the LRE<sup>11</sup>/Dropout**

(Results Indicator)

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

<sup>11</sup> Free Appropriate Public Education in the Least Restrictive Environment

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2004	25.5%		
2005		13.0%	25.2%
2006		11.5%	28.9%
2007		10.0%	<b>28.1% *</b>
<p>[Number of students with IEPs who dropped out ÷ (Number of students with IEPs who graduated with a regular high school diploma + Number who received a certificate/GED + Dropped out<sup>12</sup> + Deceased)] X 100</p> <p><b>*[3839 ÷ (9461 + 297 + 3839 + 0 + 54)] X 100</b></p>			

Source: SRSD

**Discussion of Improvement Activities Completed**

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2006-2008	1. Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum (enacted April 2006), to inform educators about the SPP targets and available resources.	<p>An inter-office MDE team comprised of members from the Office of the Superintendent, Office of School Improvement and the OSE-EIS produced and delivered guidance, training and supporting documents on the requirements of the Michigan Merit Curriculum (MMC) during FFY 2007 targeting administrators, ancillary staff, educators and parents through the following means:</p> <ul style="list-style-type: none"> <li>• presentations to the Special Education Advisory Committee (SEAC)<sup>13</sup></li> <li>• Intermediate School District directors of special education events</li> <li>• Michigan Association of Administrators of Special Education events</li> <li>• Michigan Transition Outcomes Project (MI-TOP) workshops</li> <li>• Publication of Special Education Facts</li> <li>• Webinars</li> <li>• Public Reporting</li> <li>• Information posted to the OSE-EIS website</li> </ul>

<sup>12</sup> Michigan serves students with disabilities through age 25. The US Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan

<sup>13</sup> Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Status
2006-2011	2. Develop and implement best practices leading to graduation and successful transition to post secondary roles.	<p>In March 2008, the OSE-EIS convened its third Summit for Model High Schools attended by over 300 school personnel from across the state to model collaborative general/special education practices of high performing schools.</p> <p>Reaching and Teaching Struggling Learners initiative became a Mandated Activities Project<sup>14</sup> (MAP):</p> <ul style="list-style-type: none"> <li>• Created the first cohort of 16 middle and high schools.</li> <li>• Applied a learning community model for teams to meet graduation and dropout targets. Teams met four times during second semester of FFY 07.</li> <li>• Received technical assistance/personnel development from the International Center for Leadership in Education (ICLE), Great Lakes East Comprehensive Assistance Center and North Central Regional Resource Center regarding Response to Intervention principles, dropout prevention evidence-based practices, and <i>Thinking Through Improvement</i> (IT Kit)<sup>15</sup> data driven strategies.</li> <li>• Received Regional Education Laboratory (REL) Mid-West support for a multiple year plan to adopt evaluation measures to enable program replicability.</li> <li>• Integrated quality and compliant transition practices regarding educational attainment, career and technical education embedded learning, active (differentiated) learning, and access to teacher and student mentoring services.</li> </ul> <p>Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi):</p> <ul style="list-style-type: none"> <li>• Continued support for 15 middle schools (and 13 schools with middle school level students) by providing training in targeted and intensive behavior and reading support.</li> <li>• Utilized Schoolwide Information System for discipline issues and AIMSweb<sup>16</sup> for indicators of reading success to collect student outcome</li> </ul>

<sup>14</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

<sup>15</sup> The North Central Regional Resource Center (NCRRC) developed *Thinking Through Improvement* to help state and local agencies with data utilization and improvement efforts (IT Kit).

<sup>16</sup> AIMSweb is a program monitoring system based on direct, frequent and continuous student assessment.

Timelines	Activities	Status
		<p>measures.</p> <ul style="list-style-type: none"> <li>Continued to develop a coach's network to support the participating schools within the project.</li> <li>Provided a presentation and a two day training session for the Michigan Elementary and Middle School Principals Association.</li> <li>Utilized the State Personnel Development Grant to regionalize support for participating schools throughout Michigan.</li> <li>Participated in the Title I Core Team to address high priority schools<sup>17</sup> in Michigan including middle and high schools.</li> </ul> <p>The MI-TOP:</p> <ul style="list-style-type: none"> <li>Received technical assistance from the National Secondary Transition Technical Assistance Center (NSTTAC). MI-TOP staff attended the NSTTAC mid-year planning institute in October 2007 and the state planning institute in May 2008.</li> <li>Convened three workshops for secondary transition and special education personnel for the purpose of disseminating best practices leading to graduation and successful transition to postsecondary roles.</li> <li>Initiated work on a statewide capacity building strategy designed to support consistency in documenting the secondary transition requirements of the IDEA.</li> </ul>
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	3. Work through the Continuous Improvement and Monitoring System (CIMS), using focused monitoring, to determine LEAs that need technical assistance to improve graduation rates.	<p>Twelve schools were targeted for follow-up due to low graduation rates. These schools received technical assistance at the school level to:</p> <ul style="list-style-type: none"> <li>Assure school staff were able to access relevant data.</li> <li>Identify current improvement strategies.</li> <li>Identify gaps.</li> <li>Identify additional resources.</li> </ul>

<sup>17</sup> Schools in School Improvement Phase I or higher

Timelines	Activities	Status
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2006-2011	4. Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	<p>MI-TOP staff attended the NSTTAC state planning institute co-hosted by the NDPC in May 2008. Reaching and Teaching teams used the risk factors, as noted in the NDPC-endorsed early warning sign research, to conduct building improvement plans. Risk factors included below grade level reading and math achievement, low attendance, number of retention events, number of course failures, and poor behavior/course failure linkages.</p> <p>The Dropout Prevention Summit Planning Team utilized the NDPC-endorsed document, <i>15 Effective Strategies to Prevent Dropout</i> to provide a common framework for the Shared Youth Vision (SYV) team.</p> <ul style="list-style-type: none"> <li>• The SYV conducted a needs assessment of the availability of state resources to increase the state's graduation rate for all students, including the rate for students with disabilities.</li> <li>• The SYV team conducted an asset mapping session to create multiple pathways in Michigan communities for student success.</li> </ul> <p>The Dropout Prevention Summit Planning committee award more than 10 community teams with planning grants.</p> <ul style="list-style-type: none"> <li>• The funding helped teams strengthen their commitment to student graduation and to reduce the community's dropout rate.</li> <li>• These community teams were invited to the Dropout Summit hosted on October 20, 2008.</li> </ul> <p>The Dropout Prevention Summit Planning Committee revisited Michigan's graduation and dropout calculation process and created a learning opportunity for more than 100 statewide leaders to discover the value of the new NCLB adjusted cohort calculation methodology. Stakeholders included the Educational Alliance, Michigan Association of Intermediate School Administrators (MAISA), Michigan's Children, Intermediate School District (ISD) leaders, and community collaborative teams.</p>
2006-2011	5. Develop strategic	Beginning in the Fall of 2007 the MI-TOP initiated the development of a system improvement strategy designed to improve both the quality of the



Timelines	Activities	Status
	initiatives through the Parent Involvement grant that focus on reducing dropout rates.	Individualized Education Program (IEP) process and the state's compliance to IDEA 2004 requirements. The development of this strategy is being done in partnership with the Parent Involvement grantees and other stakeholders.  The OSE-EIS included the Citizens Alliance to Uphold Special Education (CAUSE) <sup>18</sup> and Michigan Alliance for Families in the development of a parent guide for the MMC and the Personal Curriculum option.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2005-2011	6. Continue to disseminate LEA data reports on dropout rates by disability and ethnicity.	The OSE-EIS posted LEA level dropout data on Michigan's IDEA Public Reporting web page.  Michigan continued to expand district data reports in the form of data portraits that disaggregate data, including dropout rates by factors such as disability and ethnicity.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet its FFY 2007 dropout target of 10% or less for students with disabilities.

The dropout rate for students with disabilities declined slightly following a one year increase. This progress reestablishes the pattern of declining dropout rates Michigan had demonstrated during FFY 2003 – FFY 2005. The OSE-EIS anticipates that dropout rates will continue to demonstrate incremental improvement in coming years as a result of the MDE's high school redesign efforts, focus on improved student achievement and SPP focus.

#### Data Reporting Issues

The FFY 2007 was the third cycle of use of the CEPI's Single Record Student Database (SRSD) for collecting data used to calculate dropout rates. This has allowed Michigan to meet OSEP's requirement to match the federal fiscal year for collecting and reporting data for students with disabilities.

A critical factor in the determination of exit status (and hence accurate and complete data) on students with disabilities is the accuracy of reporting from local education agencies. Due to an increased emphasis on accurate and complete data reporting from LEAs, the OSE-EIS accurately captured FFY 2007 data from the state's largest LEA. Capturing these data provides a more accurate representation of the dropout rate for students with disabilities.

<sup>18</sup> Michigan's Parent Training and Information Center (PTI)

Since the end of FFY 2006, the MDE has continued to provide added technical assistance on issues related to data reporting. The OSE-EIS initiated an annual memo to the field detailing common reporting errors and providing access to technical assistance for correctly reporting exit data for students with disabilities.

The OSE-EIS and CEPI continue to provide follow-up technical assistance to the field for correctly reporting exit data for students with disabilities. In October 2007, working with data consultants and grantees, the OSE-EIS assessed and improved the handling and processing of exit data. The OSE-EIS has developed business rules that delineate how exit data are downloaded, cleaned, summarized and analyzed.

#### Legislative/Policy Changes

Michigan initiated a legislative requirement as part of the 2007 State School Aid Act, which requires Intermediate School Districts to employ a person knowledgeable in reporting graduation and dropout data. The pupil auditing manual established procedures for ISDs to audit the data used for computing graduation and dropout rates, especially exit codes. This is expected to significantly improve the quality of data being submitted by districts and eliminate changes made to data through the appeals process.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2008-2011	<p><i>New:</i> Implement the Reaching and Teaching Struggling Learners initiative as a strategy to increase graduation and decrease dropout rates.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b></p> <p>Reaching and Teaching for Struggling Learners initiative, OSE-EIS staff, Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest, MI3, State Implementation on Scaling-up of Evidence-based Practices (SISEP)</p> </div>	<p>The OSE-EIS sought and received support from REL Midwest to analyze data from the pilot year of Reach and Teach for Learning. The purpose of their involvement was to examine the theory of action (logic model) being used in Reach and Teach for Learning, and apply research principles to evaluate the impact of implementing this theory on student graduation and dropout performance. As a result, the OSE-EIS determined that this project would be funded and supported as a Mandated Activity Project (MAP) through Michigan's Integrated Improvement Initiatives (MI3) towards full operation and scale up.</p>

Timelines	New and Revised Activities	Justification
2009-2011	<p><i>New:</i> Convene Michigan Symposium on Model High Schools</p> <div data-bbox="407 369 859 659"> <p><b>Resources</b>  Training and Technical Assistance for Transition Services Grant, ICLE, Secondary Redesign and Transition staff, MI-TOP Core Team, OSE-EIS staff</p> </div>	<p>Michigan has convened three Summits on Model High Schools, reaching more than 1300 educators across the state. This completes the Exploration stage of implementation on this activity. The intent of the symposium model is to deliver more targeted support to schools who are implementing evidence-based practice models of improvement.</p>
2008-2011	<p><i>New:</i> Implement standards based individualized education programs (IEP) policies and procedures.</p> <div data-bbox="407 837 859 1001"> <p><b>Resources</b>  Standards Based IEP Committee, OSE-EIS staff, ISD staff</p> </div>	<p>In April 2006, the Michigan legislature enacted a statewide set of rigorous graduation requirements. This increased the need for educators to consistently focus on the direct link between the IEP and the general education curriculum. This focus will enhance the participation of general education teachers in IEP development.</p>
2008-2011	<p><i>New:</i> Work with intradepartmental partners to create consistency in student planning processes.</p> <div data-bbox="407 1245 859 1486"> <p><b>Resources</b>  Office of Career and Technical Education staff, Office of School Improvement staff, OSE-EIS staff</p> </div>	<p>There is a need to link special and general education policies and practices to assure students with disabilities have access to assurances mandated by state and federal law. Current examples include</p> <ul style="list-style-type: none"> <li>• Develop and implement state guidance and training for inclusion of students with disabilities in the MMC.</li> <li>• Develop and implement state guidance and training to assure students with disabilities develop an Educational Development Plan (EDP) as mandated by state law.</li> <li>• Develop and implement state guidance and training to assure linkage between the EDP and the IEP.</li> </ul>

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures.</p> <div> <b>Resources</b>  Public Sector Consultants,  CEPI </div>	There is a need to communicate the relationship between compliance and results and link transition efforts toward improved dropout rates.
2009-2011	<p><i>New:</i> Fully implement and scale up MiBLSi at the secondary level.</p> <div> <b>Resources</b>  MI3, SISEP, OSE-EIS staff,  MiBLSi staff </div>	MiBLSi has demonstrated excellent results in reducing problem behavior and increasing literacy performance at the elementary level. Over the last two years, MiBLSi has piloted supports at the middle and high school level with promising results.
2006-2011	<p><i>Revision to Activity 3:</i>  Embed into CIMS-2 a process for LEAs to review and analyze graduation data and conduct a root cause analysis.</p>	There was a need to clarify and operationalize this activity.

### Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State's FFY 2006 reported data for this indicator are 28.9%. These data represent slippage from the FFY 2005 data of 25.2%. The State did not meet its FFY 2006 target of 11.5%.	OSEP looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.	Michigan has revised and added Improvement Activities to decrease the dropout rate.

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 3 (Statewide Assessment) Report Development:**

1. See General Overview pages 1-5.
2. In FFY 2005, the US Department of Education did not permit the scores from the MI-Access Supported Independence and Participation assessments (two of Michigan's three alternate assessments based on alternate achievement standards) to be used in Adequate Yearly Progress (AYP) proficiency calculations, since they did not meet all of the No Child Left Behind (NCLB) criteria. For FFY 2006, the Michigan Department of Education (MDE) developed new MI-Access Participation and Supported Independence assessments that meet the NCLB criteria. These were used during FFY 2007. Therefore, the scores from these assessments have been included, and Michigan anticipates this will be reported consistently in future APRs.
3. Michigan also administered a new high school (grade 11) assessment, the Michigan Merit Examination (MME), in spring 2006. As part of the U.S. Department of Education's peer review process for approving state assessments, the MDE applied an equating methodology in order to link the scales of the previous grade 11 assessment and the new MME. This provided a common scale to compare student performance across years at the achievement category level (Not Proficient, Partially Proficient, Proficient, Advanced). Comparisons of student performance at any other level are not appropriate due to the differences in the assessments.

**Monitoring Priority: FAPE in the LRE<sup>19</sup>/Statewide Assessment**

(Results Indicator)

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards. (20 U.S.C. 1416 (a)(3)(A))

<sup>19</sup> Free Appropriate Public Education in the Least Restrictive Environment

**Measurement:**

A. Percent =  $\left[ \left( \frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right) \times 100 \right]$ .

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent =  $\left[ \frac{(b)}{(a)} \times 100 \right]$ );
- c. # of children with IEPs in regular assessment with accommodations (percent =  $\left[ \frac{(c)}{(a)} \times 100 \right]$ );
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $\left[ \frac{(d)}{(a)} \times 100 \right]$ ); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $\left[ \frac{(e)}{(a)} \times 100 \right]$ ).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent =  $\left[ \frac{(b + c + d + e)}{(a)} \right]$ .

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $\left[ \frac{(b)}{(a)} \times 100 \right]$ );
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent =  $\left[ \frac{(c)}{(a)} \times 100 \right]$ );
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent =  $\left[ \frac{(d)}{(a)} \times 100 \right]$ ); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent =  $\left[ \frac{(e)}{(a)} \times 100 \right]$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent =  $\left[ \frac{(b + c + d + e)}{(a)} \right]$ .

**Table 1: A — Districts Meeting AYP Objectives for Disability Subgroup**

<b>Measurable and Rigorous Targets</b>			
<b>FFY</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	<b>100%</b>		
<b>2006</b>		88.0%	92.7% <sup>20</sup>
<b>2007</b>		91.0%	<b>98.5% *</b>
Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100  $*[337 \div 342] \times 100$			

Source: MDE/Office of Educational Assessment and Accountability (OEAA)

**Table 2: Students with Disabilities Subgroup –  
Number of Districts with a Grade Range that Did Not Make AYP for FFY 2007**

Grade Range	English Language Arts	Mathematics
Elementary (3-5)	28	12
Middle School (6-8)	18	58
High School (11)	33	34

<sup>20</sup> 359 of 387 districts meeting the State's AYP objectives for progress for disability subgroup for at least one grade range. This number and percentage have been corrected from the FFY 2006 APR submission.

**Table 3: B (a-e)** — Participation of children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.<sup>21</sup>

Participation Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA <sup>22</sup>	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. # of Children with IEPs in assessed grades <sup>23</sup>	15,736	15,736	17,086	17,086	17,477	17,477	16,912	16,912	17,473	17,473	17,480	17,480	14,506	14,506
b. # and % of Children with IEPs in regular assessment with no accommodations	9,114 57.9%	8,097 51.5%	9,220 54.0%	7,859 46.0%	8,905 51.0%	7,083 40.5%	8,932 52.8%	6,833 40.4%	10,035 57.4%	8,739 50.0%	10,108 57.8%	7,866 45.0%	2,289 15.8%	2,371 16.3%
c. # and % of Children with IEPs in regular assessment with accommodations	3,341 21.2%	4,751 30.2%	4,227 24.7%	6,021 35.2%	4,934 28.2%	7,262 41.6%	4,259 25.2%	6,714 39.7%	3,695 24.1%	5,993 34.3%	3,709 21.2%	6,092 34.9%	8,065 55.6%	8,172 56.3%
d. # and % of Children with IEPs in alt. assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in alternate assessment against alternate achievement standards	3,138 19.9%	2,787 17.7%	3,426 20.1%	3,049 17.8%	3,492 20.0%	3,102 17.7%	3,327 19.7%	3,149 18.6%	3,451 19.8%	3,352 19.2%	3,371 19.3%	3,309 18.9%	2,774 19.1%	2,768 19.1%
Total # and Overall Participation Rate <sup>24</sup>	15,593 99.1%	15,635 99.4%	16,873 98.8%	16,929 99.1%	17,331 99.2%	17,447 99.8%	16,518 99.7%	16,696 98.7%	17,181 98.3%	17,247 98.7%	17,188 98.3%	17,267 98.8%	13,128 90.5%	13,311 91.8%

Source: MDE/OEAA

<sup>21</sup> These data were generated to complete § 618 Table 6 (see Appendix F)

<sup>22</sup> English Language Arts

<sup>23</sup> Students included in a, but not b-e above are the result of Michigan's enrollment data being gathered on 9/28/07 and the assessment windows occurring from 10/8/07-11/16/07 (grades 3-8) and 2/18/08-3/28/08 (grade 11). In addition, Michigan does not count students with invalid scores as assessed.

<sup>24</sup> The bottom row represents the total numbers and rates of students with disabilities who participated in state assessment.



**Table 4: C (a-e) — Proficiency of children with IEPs against grade level standards and alternate achievement standards.<sup>25</sup>**

Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. Number of Children with IEPs in assessed grades	15,736	15,736	17,086	17,086	17,477	17,477	16,912	16,912	17,473	17,473	17,480	17,480	14,506	14,506
Total # of Participants <sup>26</sup>	15,689	15,670	16,974	16,971	17,485	17,482	16,781	16,773	17,300	17,296	17,320	17,322	13,860	13,846
b. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations <sup>27</sup>	5,344 34.1%	6,639 42.4%	4,622 27.2%	5,661 33.4%	4,214 24.1%	3,865 22.1%	3,822 22.8%	2,698 16.1%	3,303 19.1%	2,783 16.1%	3,510 20.3%	2,678 15.5%	239 1.7%	230 1.7%
c. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	1,202 7.7%	3,283 21.0%	1,180 7.0%	3,380 19.9%	1,566 9.0%	2,498 14.3%	1,560 9.3%	1,996 11.9%	1,135 6.6%	1,610 9.3%	1,202 6.9%	1,726 10.0%	870 6.3%	658 4.8%
d. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	2,542 16.2%	2,165 13.8%	2,764 16.3%	2,442 14.4%	2,776 15.9%	2,291 13.1%	2,834 16.9%	2,503 14.9%	2,839 16.4%	2,367 13.7%	2,846 16.4%	2,594 15.0%	2,285 16.5%	1,917 13.8%
Total # and Overall Proficiency Rate for Children with IEPs	9,088 57.9%	12,087 77.1%	8,566 50.5%	11,483 67.7%	8,556 48.9%	8,654 49.5%	8,216 49.0%	7,197 42.9%	7,277 42.1%	6,760 39.1%	7,558 43.6%	6,998 40.4%	3,394 24.5%	2,805 20.3%

Source: MDE/OEAA

<sup>25</sup> These data were generated to complete § 618 Table 6 (see Appendix F)<sup>26</sup> Michigan added this row and used it as the denominator when the “Total # and Overall Proficiency Rate for Children with IEPs” was calculated. The bottom row should be based on the # of students with disabilities participating in the state regular or alternate assessments, not the total numbers of students with IEPs in a given grade.<sup>27</sup> Students included in a, but not b-e above are the result of Michigan’s enrollment data being gathered on 9/28/07 and the assessment windows occurring from 10/8/07-11/16/07 (grades 3-8) and 2/18/08-3/28/08 (grade 11). In addition, Michigan does not count students with invalid scores as assessed.

Table 5: B (a-e) – Participation of Children with IEPs

Measurable and Rigorous Targets							
FFY	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005 Target	95%	95%	95%	95%	95%	95%	95%
2005 Actual	98.1%	98.6%	99.1%	97.0%	98.1%	97.5%	91.3%
2006 Target	95%	95%	95%	95%	95%	95%	95%
2006 Actual	99.3%	99.7%	99.3%	99.3%	99.2%	98.9%	85.1%
2007 Target	95%	95%	95%	95%	95%	95%	95%
2007 Actual	99.1%	98.8%	99.2%	99.7%	98.3%	98.3%	90.5%
2007 Status	Target met	Target met	Target met	Target met	Target met	Target met	Target not met
Measurable and Rigorous Targets							
FFY	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005 Target	95%	95%	95%	95%	95%	95%	95%
2005 Actual	98.4%	98.9%	99.2%	97.5%	98.9%	98.1%	94.1%
2006 Target	95%	95%	95%	95%	95%	95%	95%
2006 Actual	99.2%	99.6%	99.3%	99.1%	99.0%	98.8%	91.1%
2007 Target	95%	95%	95%	95%	95%	95%	95%
2007 Actual	99.4%	99.1%	99.8%	98.7%	98.7%	98.8%	91.8%
2007 Status	Target met	Target met	Target met	Target met	Target met	Target met	Target not met

Table 6: C (a-e) – Proficiency of Children with IEPs

Measurable and Rigorous Targets							
FFY	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005 Target	50%	48%	46%	45%	43%	41%	52%
2005 Actual	53.3%	46.8%	45.0%	43.3%	38.4%	35.3%	25.1%
2006 Target	50%	48%	46%	45%	43%	41%	52%
2006 Actual	56.1%	51.3%	49.0%	48.4%	43.2%	39.1%	25.5%
2007 Target	60%	59%	57%	56%	54%	53%	61%
2007 Actual	57.9%	50.5%	48.9%	49.0%	42.1%	43.6%	24.5%
2007 Status	Targets not met at any grade level for the 2007-2008 School Year						
Measurable and Rigorous Targets							
FFY	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005 Target	59%	56%	53%	50%	46%	43%	44%
2005 Actual	68.2%	59.0%	48.5%	35.3%	29.2%	31.9%	21.7%
2006 Target	59%	56%	53%	50%	46%	43%	44%
2006 Actual	74.1%	66.9%	50.9%	42.1%	35.2%	39.5%	22.1%
2007 Target	67%	65%	62%	60%	57%	54%	55%
2007 Actual	77.1%	67.7%	49.5%	42.9%	39.1%	40.4%	20.3%
2007 Status	Target met	Target met	Target not met	Target not met	Target not met	Target not met	Target not met

Source: MDE/OEAA

The targets displayed in Tables 5 and 6 match those articulated by the *Michigan Consolidated State Application Accountability Workbook* (Amended July 2007).

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2005-2011	1. Continue dissemination of information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	The OEAA disseminated accommodations information at its fall 2007 conferences held in six locations throughout Michigan, in issues of <i>The OEAA Coordinator Updates</i> , and through listserv messages to the Michigan Educational Assessment Program (MEAP), MI-Access, MME and English Language Proficiency Assessment (ELPA) district assessment coordinators.
2005-2011	2. Determine the level of involvement with Michigan's State Improvement Grant (SIG) building level systems change model.	SIG consultants presented their work on mathematics at all six 2007 OEAA Fall Conferences. In addition, the SIG consultants have been working with the OSEP General Supervision Enhancement Grant (GSEG) grant for developing Alternate Assessments based on Modified Achievement Standards (AA-MAS) with curricular and instructional supports.
2005-2011	3. Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving model.	MiBLSi provided Response to Intervention (RtI) strategies and data-driven problem-solving through an ongoing secondary professional development initiative Reaching and Teaching Struggling Learners to support implementation of sustainable change in 16 middle and high schools.
2008-2011	4. The OEAA will make all the artwork used on its science and mathematics Alternate Assessments based on Alternate Achievement Standards (AA-AAS) available for teachers to incorporate into instruction.	The OEAA has made all current mathematics and science AA-AAS artwork available on the MI-Access Web page and will update it annually to incorporate any new artwork.

Timelines	Activities	Status
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2005-2011	<p>5. Implement required elements of the NCLB accountability systems as outlined in the Michigan Consolidated State Application Accountability Workbook, including:</p> <ul style="list-style-type: none"> <li>• Membership in Michigan Department of Education (MDE) workgroups</li> <li>• Continued support for improvements to the Michigan DRAFT Guidelines for Determining Participation in State Assessment for Students with Disabilities.</li> </ul>	<p>There was ongoing collaboration between the Office of Special Education and Early Intervention Services (OSE-EIS) and OEAA to recruit stakeholders for review committees and development team.</p> <p>The OSE-EIS, OEAA, Office of School Improvement (OSI), and Office of Educational Technology and Data Coordination collaborated in the implementation of an OSEP GSEG to develop a comprehensive model using existing general assessments to develop Alternate Assessments based on Modified Achievement Standards (AA-MAS) and curricular and instructional supports.</p>
2006-2008	<p>6. Determine the role of the OSE-EIS Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) component with respect to participation and proficiency in statewide assessments. Determine if performance on statewide assessments should become a focused monitoring priority.</p>	<p>The SPSR component of the CIMS was used to assist districts in ensuring appropriate student participation in statewide assessments. This guided the modifications required for students to fully participate in state assessments, and the development of a plan if this area needed improvement.</p> <p>In the redesign of the CIMS (CIMS-2), greater emphasis will be placed on monitoring appropriate student participation in state assessment. This will include ensuring that the assessment students take and the accommodations they utilize match what is documented in the IEP.</p>

Timelines	Activities	Status
		The OSE-EIS and OEAA continue to collaborate on monitoring issues related to state assessment.
<b>PROGRAM DEVELOPMENT</b>		
2005-2008	7. Improve the production of the MEAP Braille and enlarged print assessment.	The MEAP program has continued to work more closely with the American Printing House for the Blind to improve their Braille and enlarged print assessments. MEAP assessment administrator booklets for Braille will be developed. In addition, the MEAP style guide for item writers has been updated to include more Universal Design principles (e.g., larger print for all future MEAP items).
2007- 2009	8. As part of its efforts to ensure the appropriate participation of all students with disabilities in statewide assessment, Michigan has chosen to develop an Alternate Assessment based on Modified Achievement Standards (AA-MAS). The MDE has received a GSEG from the U.S. Department of Education to develop and implement the assessment, as well as a comprehensive online learning program designed to ensure appropriate student participation and support instruction.	Michigan anticipates that a significant number of students with disabilities who have previously taken the general assessment with accommodations and/or some who have previously taken the MI-Access Functional Independence assessments AA-AAS will be more appropriately assessed with an AA-MAS.  Michigan's AA-MAS will be piloted in winter 2009 (January-February) and be operational in fall 2009 (October-November).
2008-2011	9. Michigan will enhance its AA-AAS item writing procedures.	All items written for Michigan's AA-AAS are now written by Michigan teachers who are experts on students with disabilities. The teachers received extensive item writing training.

Timelines	Activities	Status
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2005-2011	10. Participate with the OSI, Field Services Unit teams to provide targeted technical assistance to high priority schools <sup>28</sup> .	The Reaching and Teaching Struggling Learners initiative was implemented in several high priority schools, as well as in a number of schools at risk of becoming high priority. The strategies taught included RtI to improve student outcomes.
2005-2008	11. Continue to update the current Online Learning Programs related to what MI-Access coordinators and assessment administrators should do before, during and after administering the MI-Access assessments. Use the new training videotape <i>In Michigan All Kids Count</i> , the updated manuals, web casts and teleconferences for technical assistance.	There were September and February webcasts for MI-Access coordinators and assessment administrators.  The OEAA updated the fall 2006 <i>MI-Access Participation and Supported Independence Scoring Rubrics Online Learning Program</i> .
<b>EVALUATION</b>		
2007- 2011	12. The MDE, as part of a state consortium, has been awarded a three-year GSEG from the U.S. Department of Education to study the consequential validity of AA-AAS. Michigan, along with Pennsylvania, Wisconsin, and the North Central Regional Resource Center (NCRRC) will conduct a nine-year longitudinal study to gather consequential evidence.	Michigan will participate in this study in order to ensure that its AA-AAS are having their intended consequences, in addition to providing valuable curricular and instructional information for Michigan educators, parents, and other stakeholders related to students with disabilities who participate in Michigan's AA-AAS. Michigan participated in the development of a comprehensive survey designed to assess unintended consequences of administering AA-AAS.

<sup>28</sup> Schools in School Improvement Phase 1 or higher.

**Explanation of Progress that occurred for FFY 2007:**

Michigan met its FFY 2007 participation targets in English language arts and mathematics in all grades except high school. Proficiency targets were met only for grade 3 and 4 mathematics.

Calculating the participation and proficiency rates for FFY 2007 revealed an inconsistency in how some of these rates were generated for FFY 2006. The first discrepancy was the result of how Michigan determines the number of students counted as valid participants. Michigan has 'attemptedness rules' that determine what proportion of an assessment must be completed in order to have it scored. However, having the assessment scored does not automatically mean the score is valid. In order to have a valid score, other factors need to be resolved after the scoring process (e.g., use of nonstandard accommodations, prohibited behaviors, etc...). Solidifying the business rules for these calculations for FFY 2007 revealed that the 'attemptedness rules' had been applied for the grade 11 general assessment in FFY 2006 instead of the appropriate 'valid scores' rules.

The second issue is in regard to the number of students reported as proficient on the alternate assessments based on alternate achievement standards for FFY 2006. Michigan has different achievement level labels for its general assessment versus its alternate assessments. The data generated for the general assessment were correct. When determining the number of students proficient by summing the total number of students across performance categories for the alternate assessments, Michigan incorrectly used the categories that count as 'proficient' and 'not proficient' instead of the categories that count as 'proficient' and 'advanced'. This resulted in a significantly lower number of students reported as proficient in FFY 2006 than was actually the case.

To display these two corrections to the FFY 2006 data, Michigan has provided revised FFY 2006 Tables 2 and 3 below. The FFY 2006 data has also been corrected in Tables 5 and 6 above. This explanation of progress and slippage uses the corrected data<sup>29</sup>.

Michigan significantly improved the participation rate on statewide assessment for grade 11 students with disabilities in English language arts. The corrected data submitted for FFY 2006 indicate that grade 11 participation rate for English language arts was 85.1%, which improved to 90.5% for FFY 2007. Michigan demonstrated a slight improvement in grade 11 mathematics participation FFY 2007 (91.8% up from 91.1% in FFY 2006). With the exception of grade 11, Michigan continued to exceed its target of 95% participation in both content areas.

In regard to proficiency, Table 6 displays Michigan's demonstrated improvement for grades 3, 6 and 8 in English language arts, and grades 3, 4, 6, 7 and 8 in mathematics.

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<sup>29</sup>§ 618 Table 6 (see Appendix F) that was submitted on February 1, 2008, contained the correct data.

Michigan's targets for proficiency are the same for all students. Table 6 lists the grade level targets separately for English language arts and mathematics by year and the percentage of students classified as proficient. Table 6 reveals that Michigan's students with IEPs met the targets for proficiency in grades 3 and 4 for mathematics, despite significant increases in all proficiency targets in anticipation of reaching 100% in 2013-14.

**Explanation of Slippage that occurred for FFY 2007**

Michigan's targets for proficiency are the same for all student subgroups including students with IEPs. Table 6 lists the grade level targets separately for English language arts and mathematics by year. Table 6 reveals that Michigan's students with disabilities did not meet the proficiency targets for grades 3-8 and 11 in English language arts and grades 5-8 and 11 for mathematics. In terms of specific percentages of students where there was a decline in proficiency, there was slippage in grades 4, 5, 7, and 11 for English language arts. There was slippage only in grades 5 and 11 for mathematics. The slippage percentage was 1.8% or less in all cases.



**Revised FFY 2006 Table 2: B (a-e) — 2006-2007 Corrected Data;** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.<sup>30</sup>

Participation Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA <sup>31</sup>	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. # of Children with IEPs in assessed grades <sup>32</sup>	15803	15803	17308	17308	17352	17352	17597	17597	17836	17836	17931	17931	13892	13892
b. # and % of Children with IEPs in regular assessment with no accommodations	9142 57.8%	8080 51.1%	9616 55.6%	7999 46.2%	9013 51.9%	7235 41.7%	9670 55.0%	7378 41.9%	10615 59.5%	8739 49.0%	10687 59.6%	8587 47.9%	2320 16.7%	2744 19.8%
c. # and % of Children with IEPs in regular assessment with accommodations	3164 20.0%	4590 29.0%	4102 23.7%	6157 35.6%	4623 26.6%	6792 39.1%	4032 22.9%	6546 37.2%	3442 19.3%	5400 30.3%	3297 18.4%	5425 30.3%	6590 47.4%	7009 50.5%
d. # and % of Children with IEPs in alt. assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in alt. assessment against alt. achievement standards	3387 21.4%	2999 19.0%	3530 20.4%	3082 17.8%	3587 20.7%	3209 18.5%	3769 21.4%	3520 20.0%	3633 20.4%	3514 19.7%	3758 21.0%	3706 20.7%	2907 20.9%	2907 20.9%
Total # and Overall Participation Rate <sup>33</sup>	15693 99.3%	15669 99.2%	17248 99.7%	17238 99.6%	17223 99.3%	17236 99.3%	17471 99.3%	17444 99.1%	17690 99.2%	17653 99.0%	17742 98.9%	17718 98.8%	11817 85.1%	12660 91.1%

Source: MDE/OEAA

<sup>30</sup> These data were generated to complete § 618 Table 6 (see Appendix F)

<sup>31</sup> English Language Arts

<sup>32</sup> Students included in a, but not b-e above are the result of Michigan's enrollment data being gathered on 9/26/06 and the assessment windows occurring from 10/9/06-11/17/06 (grades 3-8) and 2/19/07-4/6/07 (grade 11). In addition, Michigan does not count students with invalid scores as assessed.

<sup>33</sup> The bottom row represents the total and percentage rates of students with disabilities who participated in state assessment.

**Revised FFY 2006 Table 3: C (a-e) — 2006-2007 Corrected Data;** Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.<sup>34</sup>

Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
a. Number of Children with IEPs in assessed grades	15803	15803	17308	17308	17352	17352	17597	17597	17836	17836	17931	17931	13892	13892
Total # of Participants <sup>35</sup>	15693	15669	17248	17238	17223	17236	17471	17444	17690	17653	17742	17718	13417	13392
b. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations <sup>36</sup>	5009 31.9%	6338 40.4%	4910 28.5%	5714 33.1%	4172 24.2%	3907 22.7%	3799 21.7%	2701 15.5%	3525 19.9%	2445 13.9%	2904 16.4%	2771 15.6%	275 2.0%	269 2.0%
c. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	1057 6.7%	2836 18.1%	1203 7.0%	3359 19.5%	1489 8.6%	2532 14.7%	1511 8.6%	1814 10.4%	1047 5.9%	1140 6.5%	814 4.6%	1369 7.7%	717 5.3%	628 4.7%
d. # and % of Children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
e. # and % of Children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	2734 17.4%	2437 15.6%	2741 15.9%	2457 14.3%	2755 16.1%	2336 13.6%	3150 18.0%	2834 16.2%	3074 17.4%	2633 14.9%	3211 18.1%	2866 16.2%	2430 18.1%	2059 15.4%
Total # and Overall Proficiency Rate for Children with IEPs	8800 56.1%	11611 74.1%	8854 51.3%	11530 66.9%	8436 49.0%	8775 50.9%	8460 48.4%	7349 42.1%	7646 43.2%	6218 35.2%	6929 39.1%	7006 39.5%	3422 25.5%	2956 22.1%

Source: MDE/OEAA

<sup>34</sup> These data were generated to complete § 618 Table 6 (see Appendix F)<sup>35</sup> Michigan added this row and used it as the denominator when the “Total # and Overall Proficiency Rate for Children with IEPs” was calculated. The bottom row should be based on the number of students with disabilities participating in the state regular or alternate assessments, not the total number of students with IEPs in a given grade.<sup>36</sup> Students included in a, but not b-e above are the result of Michigan enrollment data being gathered on 9/26/06 and the assessment windows occurring from 10/9/06-11/17/06 (grades 3-8) and 2/19/07-4/6/07 (grade 11). In addition, MI does not count students with invalid scores as assessed.

**Correction of FFY 2005 Noncompliance (See Indicator #15)**

The table below provides the current status for the one instance of noncompliance identified during FFY 2005 which remained uncorrected at the time of Michigan's April 14, 2008 APR update. This instance of noncompliance has been corrected.

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
2	3	1	Inappropriate determination of participation in alternate assessments.	Discovered through SPSR  Status: Corrected and closed. Date: 6-15-08 Verified by: ISD monitor

**Revisions, with Justification, to Proposed Targets / Improvement Activities Timelines / Resources for FFY 2007**

None required at this time.

**Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>3a. The State revised the activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 99.7%. These data represent slippage from the FFY 2005 data of 100%.</p> <p>The State met its FFY 2006 target of 88%.</p>	<p>OSEP appreciates the State's efforts to improve performance.</p>	<p>As a response to proficiency data, Michigan has developed and is preparing to pilot the Alternate Assessment based on Modified Achievement Standards (AA-MAS). Michigan is also focusing on level of participation for the 11<sup>th</sup> grade.</p>

Indicator Status							OSEP Analysis and Next Steps	Michigan Response
3b. The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.							OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, the revised targets for Indicator 3B. The State provided this information.  OSEP appreciates the State's efforts to improve performance.	As a response to proficiency data, Michigan has developed and is preparing to pilot the Alternate Assessment based on Modified Achievement Standards (AA-MAS). Michigan is also focusing on level of participation for the 11 <sup>th</sup> grade.
The State's FFY 2006 reported data for this indicator are:								
Grade	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target		
	Reading			Math				
3	98.1%	99.3%	95%	98.4%	99.2%	95%		
4	98.6%	99.7%	95%	98.9%	99.6%	95%		
5	99.1%	99.3%	95%	99.2%	99.3%	95%		
6	97%	99.3%	95%	97.5%	99.1%	95%		
7	98.1%	99.2%	95%	98.9%	99%	95%		
8	97.5%	98.9%	95%	98.1%	98.8%	95%		
HS	91.3%	96.6%	95%	94.1%	96.4%	95%		
These data represent progress from the FFY 2005 data.								
The State met its FFY 2006 targets.								
3c. The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.							OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, the revised targets for Indicator 3C. The State provided this information.  OSEP appreciates the State's efforts to improve performance and looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 2, 2009.	As a response to proficiency data, Michigan has developed and is preparing to pilot the Alternate Assessment based on Modified Achievement Standards (AA-MAS). Michigan is also focusing on level of participation for the 11 <sup>th</sup> grade.
The State's FFY 2006 reported data for this indicator are:								
Grade	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target		
	Reading			Math				
3	53.3%	48%	50%	68.2%	67.2%	59%		
4	46.8%	45%	48%	59%	61%	56%		
5	45%	41.4%	46%	48.5%	46.9%	53%		
6	43.3%	38%	45%	35.3%	36.1%	50%		
7	38.4%	32.8%	43%	29.2%	30.9%	46%		
8	35.3%	29.7%	41%	31.9%	34.9%	43%		
HS	25.1%	18.5%	52%	21.7%	22.8%	44%		
These data represent slippage in reading and progress in part and slippage in part in math from the FFY 2005 data.								
The State met part of its FFY 2006 targets.								

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 4 (Suspension/Expulsion) Report Development:**

1. See General Overview pages 1-5.
2. Michigan requires all districts to report suspension and expulsion data for students with disabilities in the state's Single Record Student Database (SRSD); however, comparable information is not available for students without disabilities. The Center for Educational Performance and Information (CEPI) maintains this data system.
3. This indicator compares each district's rate of suspension and expulsion for students with disabilities to the state average (mean) rate of suspension and expulsion for all students with disabilities. This formula was used, because Michigan does not collect data regarding suspension and expulsion of general education students.
4. The discipline fields in the SRSD were modified for the FFY 2007 data collection to enable Michigan to meet all of the requirements for the various Office of Special Education Programs (OSEP) reports.
5. In April 2008, the OSEP informed the Office of Special Education and Early Intervention Services (OSE-EIS) that districts must be identified with significant discrepancies for suspension/expulsion based on one year of data. Districts had previously been identified based on a two year data pattern, although the data were analyzed annually.

**Monitoring Priority: FAPE in the LRE<sup>37</sup>/Suspension/Expulsion**

(Results Indicator)

**Indicator 4A:** Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

A district was defined as having a significant discrepancy in rates of suspensions and expulsions if the district's suspension/expulsion rate for students with disabilities was at or above two standard deviations from the statewide mean for students with disabilities, and the district had ten or more students with disabilities suspended/expelled for more than ten days in a school year.

<sup>37</sup> Free Appropriate Public Education in the Least Restrictive Environment

The Michigan Department of Education (MDE) identifies districts with significant discrepancies in the rates of suspensions and expulsions through the following steps:

- Each district's total number of students with disabilities, who were suspended/expelled for greater than ten days, was divided by the total number of students with disabilities in the district. This results in a district rate of suspensions/expulsions.
- The mean rate and the standard deviation were calculated across all districts reporting suspension/expulsion data.
- Districts at or above two standard deviations from the mean were identified.
- Districts with fewer than ten students who were suspended/expelled for more than ten days were removed from the list of identified districts.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2005	1.2% <sup>38</sup>		
2006		≤ 10.0%	1.5% <sup>39</sup>
2007		≤ 9.0%	1.4% *
Percent = [(# of districts identified by the state as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year) divided by the (# of districts in the state)] times 100.			
*[11 ÷ 814] X 100			

Source: SRSD, verification review

The FFY 2007 calculations used the SRSD suspension/expulsion data plus additional verification data submitted by districts that initially reported no discipline incidents for FFY 2007. In the SRSD system any discipline data field that is intentionally coded as zero, or left blank, defaults to zero. This makes it impossible to determine the accuracy of the "zero" data. As a result, any district with zeros in all discipline fields was required to complete an Assurance of 2007-2008 Discipline Data form or submit the additional data not submitted in the SRSD.

The FFY 2007 APR data are not identical to that submitted in § 618 Table 5 (November 1, 2008), because the verification process for this indicator was completed after the Table 5 submission.

<sup>38</sup> The February 2008 submission reported 15 districts as significantly discrepant for FFY 2005. However, as a result of recalculation of the standard deviation, the revised number of districts is ten.

<sup>39</sup> The February 2008 submission reported six districts significantly discrepant for FFY 2006. However, as a result of the OSEP's April 2008 Response Table requirement to calculate significant discrepancy based on one year of data, six additional districts were identified for a total of 12.

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>IMPROVE DATA COLLECTION</b>		
2006-2008	1. Work with Michigan's Compliance Information System (MI-CIS) and SRSD data system referent groups and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	The OSE-EIS consulted with the Center for Educational Performance Information (CEPI), the MI-CIS referent group and a group of special education administrators to obtain guidance for overcoming the discipline data challenges and create a consistent, accurate process.
2006-2011	2. Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	The OSE-EIS continued to collect and analyze suspension/expulsion data. The data reported here are a summary of Wayne State University's (WSU) analysis of the data after verification.
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2006-2009	3. Provide information and technical assistance from the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) project to districts that demonstrate a significant discrepancy in rate of suspension/expulsion.	MiBLSi is designed to help students become better readers and use appropriate behavior resulting in increased success in the school and community. This was implemented in 250 schools, including six districts that demonstrated a significant discrepancy in their rates of suspension/expulsion for either FFY 2005 or FFY 2006.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2007-2009	4. Develop a folder/module for the MI-MAP statewide school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/expulsions to a broader audience including LEA school improvement teams.	The module was not developed. The MI-MAP toolkit is no longer being supported by the MDE.

**Explanation of Progress or Slippage that occurred for FFY 2007:**

Michigan continues to meet the target for this indicator. The performance on this indicator has been consistent, while the state has increased efforts to obtain accurate and complete data.

The OSE-EIS communication efforts described in the Overview, along with the Intermediate School Districts' (ISDs) efforts to assist their districts with timely data submission, resulted in a more accurate picture of the rates of suspensions/expulsions. The impact of these efforts has been seen in the increased responsiveness of districts reporting these data. For FFY 2007, 525 districts (64.4%) reported one or more occurrences of suspensions/expulsions. This represents an increase in the number and percent of districts reporting occurrences of suspensions/expulsions in comparison to FFY 2006 when 461 districts (56.6%) reported.

Efforts targeted on improved data collection, such as presentations at the Michigan IDEA Leadership Institutes, work with ISD directors, as well as targeted technical assistance activities have been more effective in addressing data submission issues. Michigan's efforts to secure more accurate data, inclusion of the timeliness and accuracy of districts' data submission as a factor in making district Determinations, and on-site focused monitoring visits regarding discipline have enhanced districts' awareness of both their data collection procedures and their discipline procedures.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Collaborate with MiBLSi personnel to continue to reduce the rate of suspensions/expulsions in the state.</p> <div data-bbox="406 1344 842 1562" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Resources:</b></p> <p>MiBLSi staff, OSE-EIS staff, MI3 staff</p> </div>	<p>National research demonstrates the success of positive behavior supports in reducing the rate of suspensions/expulsions. MiBLSi is a statewide initiative that has implemented this systems approach. In 2007, Michigan received a State Personnel Development Grant from the OSEP to scale up the MiBLSi improvement initiative. In addition, in 2008 the MiBLSi initiative was one component that resulted in Michigan being selected to receive the new State Implementation and Scaling-up of Evidence-based Practices (SISEP) grant.</p>



Timelines	New and Revised Activities	Justification
2007-2009	<i>Deletion of Activity #4:</i> Develop a folder/module for the MI-MAP statewide school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/ expulsions to a broader audience including LEA school improvement teams.	The MI-MAP toolkit is no longer being supported by the MDE.

Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are &lt; 1%. These data represent progress from the revised FFY 2005 data of 2.3%.</p> <p>The State met its FFY 2006 target of &lt; 10%.</p> <p>The State did not provide the information required by the FFY 2005 response table related to reviewing, and if appropriate revising (or requiring the affected LEA to revise) its policies, procedures and practices relating to</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, information to demonstrate that the State has reviewed, and if appropriate, revised (or required the affected LEAs to revise) policies, practices and procedures relating to each of the following topics: development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA for the LEAs identified as having significant discrepancies in the FFY 2005 APR.</p> <p>The State did not provide the required information because it only reviewed, and if appropriate, required the affected LEAs to revise, policies, practices and procedures relating to the development and</p>	<p>The OSE-EIS conducted on-site focused monitoring visits and reviewed the policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the districts identified as having significant discrepancies in the FFY 2005 and 2006.</p> <p>For the <b>remaining eight</b> districts not previously reviewed based on their FFY 2005 data:</p> <ul style="list-style-type: none"> <li>• Six received on-site focused monitoring visits in fall 2008; five were issued findings and were required to develop and implement corrective action plans to come into compliance within one year.</li> <li>• One district was</li> </ul>

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA, as required by 34 CFR §300.170(b) for the LEAs identified as having a significant discrepancy in FFY 2005. The State reported that 15 districts were identified as having a significant discrepancy in FFY 2005. However, the State reported that only the six districts that were also identified as having a significant discrepancy in FFY 2006 were participating in a review of their policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA. The State reported that</p>	<p>implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA for six of the 15 districts identified as having significant discrepancies in FFY 2005. One charter school closed, so no follow-up was possible. However, the State did not conduct this review for the <b>remaining eight</b> LEAs identified with significant discrepancies in FFY 2005. This constitutes noncompliance with 34 CFR §300.170(b). The State must identify annually the percent of districts having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The State may examine more than one year's data to make this determination but must make an annual determination. Once a district is identified as having a significant discrepancy, the State must review that district's policies, procedures and practices, as required by 34 CFR §300.170(b), even if the district "improved their practices to the point that they are no longer on the list" or in a subsequent year had fewer than 10 students who received suspensions/expulsions greater than 10 days. The</p>	<p>removed from the focused monitoring on-site list due to a data submission error.</p> <ul style="list-style-type: none"> <li>One district engaged in a focused monitoring self-review, and there were no findings. The self review process included a review of student disciplinary files and special education records. At the conclusion of the review, the district submitted assurances that the review was completed in accordance with stated guidelines, and no changes in policies, procedures and practices were required.</li> </ul> <p>For the 12 districts identified as significantly discrepant based on FFY 2006 data:</p> <ul style="list-style-type: none"> <li>Five districts received on-site focused monitoring visits in spring 2008 with findings issued to all five. They were required to develop and implement corrective action plans to come into compliance within one year.</li> <li>One district engaged in a focused monitoring self review and there were no findings. The self review process included a review of</li> </ul>

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>the remaining nine districts identified in FFY 2005 “have improved their practices to the point that they are no longer on the list.” The State also reported the status in 2006-2007 of seven of the nine districts that had a significant discrepancy in FFY 2005. One charter school closed, so no follow-up was possible. Among the six remaining districts, during 2006-2007, there were fewer than 10 students who received suspensions/ expulsions greater than 10 days.</p>	<p>State reported that beginning with FFY 2007, it would implement the annual review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b) based on one year of data that reflects a significant discrepancy. In reporting on this indicator in the FFY 2007 APR, due February 1, 2009, the State must describe the results of the State’s examination of data from FFY 2007 (2007-2008). In addition, the State must describe the review, and if appropriate, revision, of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2005 and FFY 2006. OSEP appreciates the State’s efforts to improve performance.</p>	<p>student disciplinary files and special education records. At the conclusion of the review, the district submitted assurances that the review was completed in accordance with stated guidelines, and no changes in policies, procedures and practices were required.</p> <ul style="list-style-type: none"> <li>• Six districts received on-site focused monitoring visits in fall 2008 with findings to all six districts. They were required to develop and implement corrective action plans to come into compliance within one year.</li> </ul> <p>In FFY 2007, five districts newly identified as significantly discrepant are scheduled for review of their policies, procedures and practices in spring 2009. Six other districts were previously identified in FFY 2006 and are implementing their one year corrective action plan.</p>

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 5 (Educational Environments) Report Development:**

1. See General Overview pages 1-5.
2. The Office of Special Education and Early Intervention Services (OSE-EIS) is using Educational Environments indicator language rather than the previous Least Restrictive Environment (LRE). This reflects the global commitment to all educators' responsibility to each student in all educational environments, including students with disabilities who may require specialized instruction and/or services to progress and achieve in the general education curriculum. It is also consistent with the § 618 data collection terminology.
3. The OSE-EIS continued to include Educational Environments in the list of measures considered in Determinations for each district. This underscores the importance placed on Educational Environments. The data on the number of students who were inside the regular class 80% or more of the day were used for these Determinations.

**Monitoring Priority: FAPE in the LRE<sup>40</sup> / Educational Environments**

(Results Indicator)

**Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements. (20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs served in the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served in the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

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<sup>40</sup> Free Appropriate Public Education in the Least Restrictive Environment

<b>Measurable and Rigorous Targets</b>			
A. Increase the percentage of students served inside the regular class 80% or more of the time			
<b>FFY</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	54.0%		
<b>2006</b>		≥ 55.0%	50.3%
<b>2007</b>		≥ 57.0%	<b>53.5% *</b>
Percent = [(# of children with IEPs served in the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. *(111,932 ÷ 209,327) X 100			

<b>Measurable and Rigorous Targets</b>			
B. Decrease the percentage of students served inside the regular class less than 40% of the time			
<b>FFY</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	17.9%		
<b>2006</b>		≤ 16.9%	18.5%
<b>2007</b>		≤ 15.4%	<b>16.8% *</b>
Percent = [(# of children with IEPs served in the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. *(35,223 ÷ 209,327) X 100			

<b>Measurable and Rigorous Targets</b>			
C. Decrease the percentage of students served in separate facilities			
<b>FFY</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	5.2%		
<b>2006</b>		≤ 5.1%	5.0%
<b>2007</b>		≤ 5.1%	<b>4.8% *</b>
Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. *(10,027 ÷ 209,327) X 100			

Source: Michigan Compliance Information System (MI-CIS)

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2006-2011	<p>1. Prioritize targeted districts to receive technical assistance from Response to Intervention (RtI) statewide initiatives such as:</p> <p>a. Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) that supports school wide Positive Behavior Support (PBS) and literacy achievement.</p> <p>b. Michigan's State Improvement Grant (SIG) mathematics and English Language Arts Adequate Yearly Progress (AYP) Middle School study group resources and products.</p>	<p>The State Board of Education adopted a school-wide Positive Behavior Support Policy in 2006. The number of districts implementing this policy continues to increase.</p> <p>During FFY 2007, the MiBLSi initiative expanded into 75 elementary schools and 19 secondary schools, for a total of 340 elementary schools and 34 secondary schools implementing the initiative.</p> <p>During summer 2007 the OSE-EIS organized its Mandated Activities Projects<sup>41</sup> (MAPs) under the Michigan's Integrated Improvement Initiatives (MI3) including MiBLiSi and the Michigan Mathematics Program Improvement as well as 11 other programs to provide a comprehensive and integrated model of system improvement. In spring 2008, MI3 applied for and received a State Implementation and Scaling-up of Evidence-based Practices (SISEP) grant to assist with the effective implementation and scale-up of evidence-based practices statewide.</p>

<sup>41</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

Timelines	Activities	Status
2007-2008	2. In response to the factors related to slippage, the OSE-EIS is re-aligning its efforts to raise the visibility of practices, procedures, and policies in high performing districts relative to educational environments. These strategies will be shared to assist districts in their improvement planning.	There was no formal action on this activity in FFY 2007. The current data system does not allow the high performance-by-educational environments comparisons needed to carry out this activity. However, this kind of comparison will be included in the Continuous Improvement and Monitoring System redesign (CIMS-2) when it is implemented spring 2009.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2007-2011	3. Verify and analyze educational environments data for the set of districts whose separate facility percentages vary most significantly from the state targets. Assist districts in reviewing their policies and procedures related to their environments data, and require them, as needed, to develop and implement improvement plans.	Since Michigan met its target for separate facilities, the OSE-EIS decided for FFY 2007 to use the percent of students in general education 80% of the day as a factor for identifying districts for focused monitoring on-site visits for Educational Environments. Identified districts' policies and procedures related to educational environments data were reviewed and the districts were required, if findings were issued, to develop and implement corrective action plans to come into compliance within one year.
2006-2011	4. Review the Continuous Improvement and Monitoring System (CIMS) Local Educational Agency (LEA) Service Provider Self Review (SPSR) data, to analyze the educational environments Key Performance Indicator (KPI) ratings. This educational environments data will be factored into the identification of districts targeted for technical assistance.	Districts that identified themselves in the CIMS SPSR educational environments KPI as needing improvement received technical assistance from their Intermediate School Districts (ISDs).

Timelines	Activities	Status
<b>IMPROVE DATA COLLECTION</b>		
2007-2010	5. The OSE-EIS will work with the Center for Educational Performance and Information (CEPI), the Office of Educational Assessment and Accountability (OEAA) and the Office of School Improvement (OSI) in order to develop processes to streamline access to state performance data.	The OSE-EIS continued to work with the CEPI, the OEAA and the OSI on streamlining access to state performance data. The OSE-EIS began work on a redesign of the CIMS (CIMS-2) to analyze that data so that local school districts, ISDs and the OSE-EIS can focus on using data to make decisions about allocating resources to improve student outcomes.
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2008	6. The OSE-EIS State Performance Plan (SPP) Indicator Leads analyze how educational environment impacts other indicators, particularly disproportionate representation and postsecondary outcomes. Indicator Leads will do cross-cutting work among educational environments, disproportionate representation, and postsecondary outcomes.	The OSE-EIS began work on a redesign of the CIMS to analyze these data. The CIMS-2 will improve the ability of the OSE-EIS to analyze the relationships among these indicators so that districts and the OSE-EIS can focus on using data to make decisions about allocating resources to improve student outcomes.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2006-2011	7. Develop a rubric for ISDs to use with LEAs that have been identified for technical assistance as a result of their SPSR data. The rubric will help districts identify root causes for their educational setting percentages and move their educational environments percentages closer to the state targets.	A rubric was drafted but never officially approved for use, and therefore was not used by technical assistance providers.
2006-2011	8. Provide technical assistance to districts to assist them with issues such as: <ul style="list-style-type: none"> <li>understanding how to report educational environments data accurately. This activity will concentrate on defining what</li> </ul>	The OSE-EIS continued to assist districts in reporting educational environments data accurately. Technical assistance was provided to districts by the CEPI, the MI-CIS and the OSE-EIS through telephone conferences, CEPI Help



Timelines	Activities	Status
	<p>constitutes time in special education environment and time in regular education.</p> <ul style="list-style-type: none"> <li>• helping data entry staff in LEAs and ISDs to improve the accuracy and consistency of student data reporting. Emphasize accuracy of data reported for separate facilities.</li> </ul>	<p>Desk, individualized assistance by phone or email, and memoranda highlighting correct procedures for common data reporting errors.</p>

### **Explanation of Progress or Slippage that occurred for FFY 2007:**

Michigan met one of its three FFY 2007 Indicator 5 targets. Analysis of the data indicated progress was made toward all three targets. There was an increase in the percentage of students with disabilities served in the regular class 80% or more of the day although the target was not met. There was a decrease in the percentage of students served in the regular class less than 40% of the day although the target was not met. There was a decrease in the percentage of students served in separate facilities, and the target was met.

#### Changing Practices

More district administrators report understanding and appreciating the effectiveness of team teaching and co-teaching. These options assure students with disabilities have access to the general education curriculum. More districts report that they are actively considering less restrictive options during Individualized Education Program (IEP) team meetings as students are initially identified with disabilities. The new Michigan high school graduation requirements and efforts to directly incorporate the Grade Level Content Expectations contained in the Michigan Curriculum Framework to the description of a student's educational needs and goals/objectives are also reported by district administrators to be influencing this shift to less restrictive environments.

#### Improved Data

In the past, some districts erroneously counted the time students with disabilities spent in co-taught classes as time in a special educational environment. More districts correctly reported these data in the December 2007 count.

Improved data appear to have created some shift in percentages in educational environments. Many districts reported improved staff training for data entry personnel and greater attention to correctly entering data.

#### Inclusion of Educational Environments in Determinations

Many districts reported that the inclusion of educational environments as one of the district Determination measures caused them to place greater emphasis on methods for increasing the time students with disabilities spend in general educational environments.

Impact of Monitoring

Selection of districts for focused monitoring on-site visits was determined, in part, on district data on educational environments. For districts that were monitored for educational environments, attention to district performance in this area has been heightened at the community level and changes have been implemented.

Economic Factors

In some cases, local school districts have been forced to close or consolidate schools due to declining enrollment in the overall student population. This results in fewer buildings and provides a more efficient use of remaining buildings. Several local school districts indicated that these efficiencies caused them to create or expand general education options to meet the needs of students with disabilities.

**Correction of FFY 2006 Noncompliance (See Indicator #15)**

The table below provides the current status for each of the seven instances of uncorrected noncompliance identified during FFY 2006. These instances of noncompliance have all been corrected.

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1	5	1	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visits. Notified on 4-13-07.  Uncorrected within one year. Given three additional months for correction.  Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
2	5	2	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visits. Notified on 1-23-07.  Uncorrected within one year. Given three additional months for correction.  Status: Corrected and closed Date: 7-7-08 Verified by: State monitor
3	5	3	School social work services were not provided as agreed upon.	Identified through the State Complaint process.  The OSE-EIS directed that a

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
				<p>new IEP team meeting be convened to address the issue on 10-3-06. The district and parent held a series of meetings over more than a year attempting to resolve the issue without success. On 1-9-08, the OSE-EIS sent its final directive for compliance.</p> <p>Proof of compliance was received by the OSE-EIS from the district on 2-13-08.</p> <p>Status: Corrected and closed Date: 2-26-08 Verified by: Complaint investigator</p>
4	5	5	Stated accommodation and modification needs were not reflected in IEP.	<p>Identified through focused monitoring on-site visits. Notified on 4-5-07.</p> <p>Uncorrected within one year. Given three additional months for correction.</p> <p>Status: Corrected and closed Date: 6-4-08 Verified by: State monitor</p>
5	5	6	a) Removal from general education without the use of accommodations and modifications, b) special education placement without a documented need, and c) full time special education placement based on an eligibility category.	<p>Identified through focused monitoring on-site visits. Notified on 4-13-07.</p> <p>Uncorrected within one year. Given three additional months for correction.</p> <p>Status: Corrected and closed Date: 6-30-08 Verified by: State monitor</p>
6	5	7	Removal from general education without the use of accommodations and modifications.	<p>Identified through focused monitoring on-site visits. Notified on 4-6-07.</p> <p>Uncorrected within one year.</p>

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
				Given three additional months for correction.  Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
7	5	8	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visits. Notified on 4-5-07.  Uncorrected within one year. Given three additional months for correction.  Status: Corrected and closed Date: 6-30-08 Verified by: State monitor

**Correction of FFY 2005 Noncompliance (See Indicator #15)**

The table below provides the current status for the four instances of noncompliance identified during FFY 2005 which remained uncorrected at the time of Michigan's April 14, 2008 APR update. These instances of noncompliance have all been corrected.

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
11	5	1	Accommodations and modifications were not specifically addressed in IEP team reports or used in general education classes in a planned manner.	Discovered through focused monitoring.  Status: Corrected and closed Date: 6-16-08 Verified by: State monitor
12	5	11	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through focused monitoring.  Status: Corrected and closed Date: 5-26-08 Verified by: State monitor
13	5	12	Students with disabilities were placed in special education classrooms during periods of time when there was no	Discovered through focused monitoring.  State monitor visited district on May 16, 2008 but correction of

Finding	Indicator	LEA	Nature of Noncompliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			identified student need.	noncompliance could not be verified. The district was required to enter into a Compliance Agreement to promptly bring the district into compliance or face financial sanctions. Intense monitoring supervision and technical assistance was provided until 100% compliance was achieved.  Status: Corrected and closed Date: 1-20-09 Verified by: State monitor
14	5	13	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through focused monitoring.  Status: Corrected and closed Date: 5-5-08 Verified by: State monitor

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Districts which fail to correct instances of noncompliance within one year will be required to revise their corrective action plans to achieve compliance. The districts will receive increased OSE-EIS on-site technical assistance including close supervision of the implementation of the revised corrective action plan.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b></p> <p>OSE-EIS staff, ISD staff</p> </div>	One or more districts continued to have noncompliance one year after notification of noncompliance.

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Implement standards-based IEP policies and procedures to increase the ties between IEP development and the general education curriculum.</p> <div data-bbox="381 457 836 695" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Resources:</b> Standards-based IEP committee (MDE staff, ISD staff, LEA staff), Development of format and training materials</p> </div>	In April 2006 Michigan enacted a statewide set of rigorous graduation requirements. This increased the need for educators to consistently focus on the direct link between the IEP and the general education curriculum. This focus will enhance the participation of general education teachers in IEP development and the provision of services in the general education setting as the least restrictive environment.
2007-2011	<i>Revision of Activity #3:</i> Verify and analyze educational environment data for the set of districts whose percentage of students with disabilities in general education 80% or more of the day are furthest below the state target. Assist districts in reviewing policies and procedures related to environments data, and require them, as needed, to develop and implement improvement plans.	Since Michigan met its target for separate facilities, the OSE-EIS decided for FFY 2007 to use the percent of students in general education 80% of the day as a factor for identifying districts for focused monitoring for Educational Environments. Identified districts' policies and procedures related to their educational environments data were reviewed and the districts were required, as needed, to develop and implement improvement plans to come into compliance within one year.
2006-2011 2006-2009	<i>Change in Timeline of Activity #4:</i> Review the Continuous Improvement and Monitoring System (CIMS) LEA Service Provider Self Review (SPSR) data to analyze the educational environments Key Performance Indicator (KPI) ratings. This educational environments data will be factored into the identification of districts targeted for technical assistance.	The timeline for this activity is being revised. KPI ratings are being phased out in 2009 as a part of the CIMS-2. Instead, Indicator 5 data and progress toward targets will be analyzed directly for each district once the CIMS-2 is in place. (The KPI ratings assessed educational environments differently than Indicator 5).
2007-2008 2007-2011	<i>Change in Timeline and Revision of Activity #6:</i> The OSE-EIS SPP Indicator leads analyze how educational environments impacts other indicators, particularly disproportionate	The OSE-EIS has extended the timeline for this activity because this type of analysis is an ongoing priority.

Timelines	New and Revised Activities	Justification
	representation and post-secondary outcomes. Indicator leads will do cross-cutting work among educational environments, disproportionate representation, and postsecondary outcomes.	
2006-2011	<i>Delete Activity #7:</i> Develop a rubric for ISDs to use with LEAs that have been identified for technical assistance as a result of their SPSR data. The rubric will help districts identify root causes for their educational setting percentages and move their educational environments percentages closer to the state targets.	The OSE-EIS determined that the rubric was of limited use for technical assistance.

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status				OSEP Analysis and Next Steps	Michigan Response																
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's reported data for this indicator are:</p> <table><tr><td></td><td>FFY 2005 Data</td><td>FFY 2006 Data</td><td>FFY 2006 Target</td></tr><tr><td>A. Removed from regular class less than 21% of the day</td><td>54%</td><td>50.3%</td><td>55%</td></tr><tr><td>B. Removed from regular class greater than 60% of the day</td><td>17.9%</td><td>18.5%</td><td>16.9%</td></tr><tr><td>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</td><td>5.2%</td><td>5%</td><td>5.1%</td></tr></table>					FFY 2005 Data	FFY 2006 Data	FFY 2006 Target	A. Removed from regular class less than 21% of the day	54%	50.3%	55%	B. Removed from regular class greater than 60% of the day	17.9%	18.5%	16.9%	C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	5.2%	5%	5.1%	<p>OSEP appreciates the State's efforts to improve performance and looks forward to the State's data demonstrating improvement in performance in the FFY 2007 APR, due February 1, 2009.</p>	<p>Michigan has revised and added Improvement Activities to increase the percentage of students with disabilities served inside the regular class 80% or more of the day.</p>
	FFY 2005 Data	FFY 2006 Data	FFY 2006 Target																		
A. Removed from regular class less than 21% of the day	54%	50.3%	55%																		
B. Removed from regular class greater than 60% of the day	17.9%	18.5%	16.9%																		
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	5.2%	5%	5.1%																		
<p>These data represent progress in 5C and slippage in 5A and 5B from the FFY 2005 data.</p> <p>The State met its FFY 2006 target for 5C and did not meet its targets for 5A and 5B.</p>																					



**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 6 (Preschool Educational Environments) Report Development:**

1. See General Overview pages 1-5.
2. Please see the following language from the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid (10/15/08)*, p. 3:

"States are not required to report on Indicator 6 in the FFY 2007 APR due Feb 2, 2009 (Section I-1, #2)"

**Monitoring Priority: FAPE in the LRE<sup>42</sup>/Preschool Educational Environments**  
(Results Indicator)

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

**Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

<b>Indicator Status</b>	<b>OSEP Analysis and Next Steps</b>	<b>Michigan Response</b>
Reporting on Indicator 6 was not required for the FFY 2006 APR.		None required.

<sup>42</sup> Free Appropriate Public Education in the Least Restrictive Environment

## Part B State Performance Plan (SPP) for 2005-2010\*

### Overview of Indicator 7 (Preschool Outcomes) State Performance Plan Development:

1. See General Overview pages 1-5.
2. For this indicator, the stakeholder team included select members of the State Early Childhood Redesign team who considered several issues including:
  - the Office of Special Education Programs (OSEP) approved sampling methodology,
  - challenges that resulted from selection of a new grantee/contractor and the design and implementation of data collection strategies for the Preschool Outcomes System, and
  - the parameters of data that resulted from these processes.
3. The stakeholder team will continue the review process in order to determine any process redesign issues that should be addressed in future data collection efforts and to establish baseline and targets for the FFY 2008 SPP and Annual Performance Report (APR).
4. The Michigan Department of Education (MDE) developed a procedural and technical assistance handbook in conjunction with the High/Scope Educational Research Foundation. The purpose of this document is to clarify all aspects of data collection related to reporting child outcomes. The handbook incorporates
  - information about the new reporting requirement,
  - an overview of the seven assessment tools recommended by the MDE,
  - an alignment of the tools to the *Michigan Early Childhood Standards of Quality for Prekindergarten* adopted by the State Board of Education (2005),
  - information about the frequency of data collection and the population of children to be included, and
  - description of and suggestions for the rating process, and related resource information.
5. A complete copy of the revised SPP is available on the MDE, Office of Special Education and Early Intervention Services (OSE-EIS) website at [www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis).

### Monitoring Priority: FAPE in the LRE<sup>43</sup> / Preschool Outcomes

(Results Indicator)

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

\* Per the OSEP instructions for the February 2, 2009 submission, States must submit progress data and improvement activities for Indicator 7 using the SPP template.

<sup>43</sup> Free Appropriate Public Education in the Least Restrictive Environment

**Measurement:****A. Positive social-emotional skills (including social relationships):**

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If  $a + b + c + d + e$  does not sum to 100%, explain the difference.

**B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):**

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level

comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If  $a + b + c + d + e$  does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If  $a + b + c + d + e$  does not sum to 100%, explain the difference.

### Overview of Issue/Description of System or Process:

This indicator requires the submission of new child outcome data for children with disabilities, ages three through five, who are eligible for services under § 619 of Part B of the IDEA 2004. The MDE is required to collect information from all districts on the performance and results of participation in the program for children with disabilities ages three through five. This indicator is similar to Indicator 6 (Preschool Educational Environment) in that the OSE-EIS and Early Childhood Education and Family Services (ECE&FS) share program and service responsibility for children with Individualized Education Programs (IEPs) ages three through five years old.

In preparation for this data collection, the MDE completed the following efforts:

- High/Scope Educational Research Foundation (High/Scope) was awarded the Preschool Measurement Outcomes Grant. This grantee will be funded for three to five years to assist the MDE in collecting, aggregating, and presenting preschool outcomes data. They will also assist the MDE in developing an electronic data collection system for this indicator.

- In the spring of 2006, directors from the OSE-EIS and ECE&FS disseminated a joint memo informing the Intermediate School Districts' (ISD) directors of special education of the work involved with this SPP Indicator. The memo included a request for the completion of a survey (see Appendix D) by those responsible for early childhood preschool special education at the district level. The survey was designed to secure information about the preschool assessments being used at that time by each entity. An advisory committee was formed to assist the MDE in the creation of a list of approved assessment tools used for this data collection.
- Michigan's sampling plan was approved by OSEP and implemented. The 57 ISDs were divided into three cohorts for the data collection. The first cohort was identified via a representative sample of all ISDs in the state. Michigan has instituted a tiered implementation process by sampling two-thirds (cohorts 1 and 2) in the second year and transitioning to capturing data on the universe (cohorts 1, 2 and 3) of participating children by the third year. One district with greater than 50,000 students is required to report annually on all 3 to 5 year olds served in Early Childhood Special Education (ECSE) programs due to district size. The data collection timeline for the February 2006 baseline data report was September through October 2006. Entry data for children entering preschool special education programs and/or related services in the three OSEP defined outcome areas were collected (see Appendix E of the SPP for a more detailed description of Michigan's sampling plan).
- The MDE conducted an "Assessment Fair" in conjunction with the Michigan Association of Administrators of Special Education's (MAASE)<sup>44</sup> Summer Institute. The Fair provided an opportunity for special education administrators and appropriate staff to meet with the publishers of the approved assessment tools. Participants heard an overview of each tool, engaged in question and answer sessions, and made plans for working directly with the publishers. As a result, ISDs were able to make informed decisions about the assessment tools they selected for use by the LEAs they serve. The Fair was videotaped and made available for download by districts. Staff from the ECE&FS and High/Scope conducted several regional training and technical assistance sessions for the ISDs in cohorts 1, 2, and 3.
- The following assessment tools were selected as approved instruments by the OSE-EIS and ECE&FS:
  - Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
  - Battelle Developmental Inventory
  - Brigance Inventory of Early Development
  - Carolina Curriculum for Preschoolers with Special Needs
  - Child Observation Record
  - Creative Curriculum Checklist for Early Childhood
  - Learning Accomplishment Profile – Third Edition

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<sup>44</sup> Michigan's state affiliate of the Council of Administrators of Special Education

- The first six (6) of these instruments are among the most commonly reported among 43 states according to the Early Childhood Outcomes (ECO) Center's analysis of the FFY 2005 SPP. Assessments were conducted by classroom teachers, related service providers, school psychologists, or other trained school personnel.
- The advisory committee assisted the MDE in the creation of the Michigan Child Outcome Summary Form (COSF). Michigan's seven point COSF was based on the ECO's seven point scale. This scannable form was used to summarize the data for each child.

All scannable forms were audited and verified. Auditing conducted by the MDE and High/Scope staff consisted of the review of all missing and/or incorrect data. Verification consisted of comparing scanned data to actual scannable forms to confirm accuracy of data entry procedures, and working directly with LEAs to address any other potential errors in the data such as missing information, misspelled names, incorrect birthdates, and unapproved assessment tools used for capturing data.

**Comparable to Same Age Peers Defined:** The general score translation guide developed by the MDE staff used the seven point ECO scale and supporting documents that came from each tool to align ECO rating scales with amount of delay and approximate functional age. The MDE, the Early Childhood Redesign team members, and High/Scope have combined rating levels 6 and 7, as defined by ECO, to identify typically developing peers as follows:

Age	Amount of Delay	Approximate Functional Age	Status
3 year olds	0-6 months	30-36 months	Typical
4 year olds	0-9 months	39-48 months	Typical
5 year olds	0-9 months	51-60 months	Typical

### Entry Data

The 19 ISDs in Cohort 1 completed the data collection on preschoolers entering Part B programs or services. The data were submitted to the MDE on scannable forms. The MDE then sent the data to High/Scope for analysis. Entry data were collected within 30 days of the initial IEP completion. The FFY 2006 report includes both entry and exit data for all children enrolled in special education programs and/or related services in 2005-2006 and 2006-2007. Exit data were reported within 30 days of program or service completion.

A total of 1,544 children were assessed and included in the FFY 2006 SPP. Table 1 shows the percentage of those children who were found to be functioning at a level

comparable to same age peers and at a level below same age peers. It is important to note that the total sample sizes varies from 1,528 – 1,529 in the following table due to missing data.

**Table 1—Entry Data for FFY 2006 (2006-2007)**

	<b>Number of Children</b>	<b>% of Children</b>
<b>A. Positive Social-Emotional Skills</b> (including social relationships)		
a) Preschool children functioning at a level comparable to same aged peers	382	25.0%
b) Preschool children functioning at a level below same aged peers	1147	75.0%
<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and literacy)		
a) Preschool children functioning at a level comparable to same aged peers	256	16.8%
b) Preschool children functioning at a level below same aged peers	1272	83.2%
<b>C. Taking Appropriate Action to Meet Needs</b>		
a) Preschool children functioning at a level comparable to same aged peers	535	35.0%
b) Preschool children functioning at a level below same aged peers	993	65.0%

Source: High/Scope Educational Research Foundation

### Discussion of Entry Data

Entry data were reported for 1,544 children who entered preschool special education programs or related services for the first time during September and October of 2006. Nearly three-fourths (73%) of the children were assessed using a tool/method other than the seven State identified tools. Among those districts who indicated they used one of the seven identified tools, 28% used the Brigance, none used the AEPS, and other tools had limited use.

**Table 2—Progress Data for FFY 2006**

<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	6	2.0%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	38	12.9%

c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	97	33.0%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	93	31.6%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	60	20.4%
<b>Total</b>	<b>294</b>	<b>*</b>

\*Percentages do not total 100% due to rounding.

<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and early literacy)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	12	4.1%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	30	10.2%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	117	39.8%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	94	32.0%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	41	14.0%
<b>Total</b>	<b>294</b>	<b>*</b>

\*Percentages do not total 100% due to rounding.

<b>C. Taking Appropriate Action to Meet Needs</b>	<b>Number of Children</b>	<b>% of children</b>
a. Preschool children who did not improve functioning	9	3.1%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	35	12.0%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	51	17.4%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	131	44.7%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	67	22.9%
<b>Total</b>	<b>293**</b>	<b>*</b>

\*Percentages do not total 100% due to rounding.

\*\*In one case the entry and exit data were not available for this outcome.

Source: High/Scope Educational Research Foundation



### Discussion of FFY 2006 Progress Data

Of the 1,544 children who entered preschool special education programs and/or services during FFY 2006, 294 children exited by June 2007 and had progress data reported.

Specifically, progress data were collected for cohort 1, meaning that data were collected for one-third of all ISDs. The OSEP approved this sampling methodology. Note that progress data are only reflective of children who received at least six months of programs and/or services.

The shading below denotes FFY 2007 information.

<b>Table 3—Progress Data for FFY 2007</b>		
<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	28	2.6%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	97	8.9%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	311	28.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	447	41.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	202	18.6%
<b>Total</b>	<b>1085</b>	<b>100%</b>
<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and literacy)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	22	2.0%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	127	11.7%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	334	30.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	437	40.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	168	15.4%
<b>Total</b>	<b>1088</b>	<b>100%</b>

<b>C. Taking Appropriate Action to Meet Needs</b>	<b>Number of Children</b>	<b>% of children</b>
a. Preschool children who did not improve functioning	28	2.6%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	92	8.5%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	199	18.3%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	482	44.3%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	286	26.3%
<b>Total</b>	<b>1087</b>	<b>100%</b>

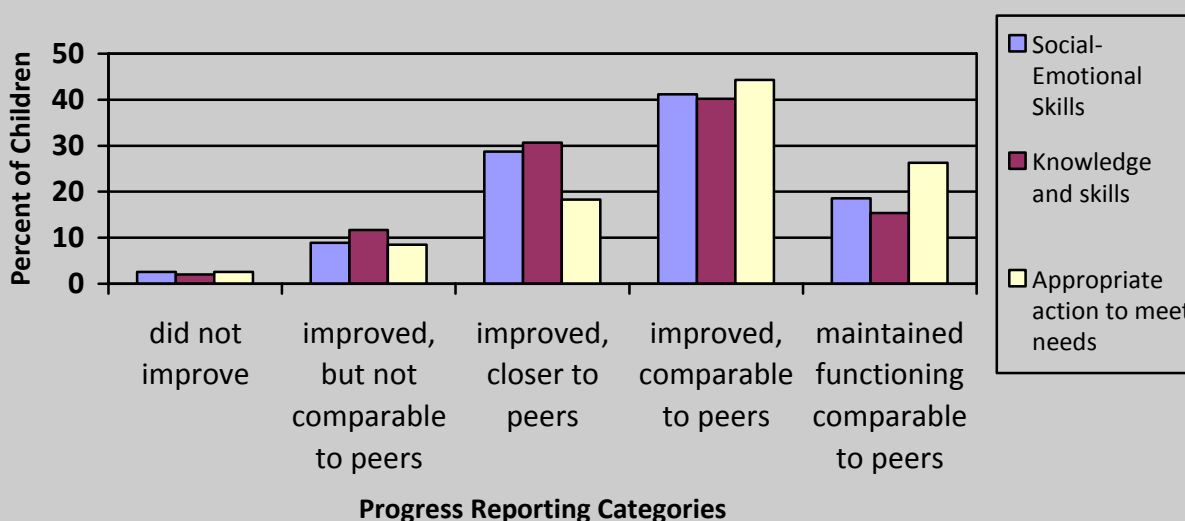
Source: High/Scope Educational Research Foundation

### Discussion of FFY 2007 Progress Data

Of the children who entered preschool special education programs and/or services since the beginning of data collection, 1,104 children exited by June 2008 and had progress data reported.

Specifically, progress data were collected for cohorts 1 and 2, meaning that data were collected for two-thirds of all ISDs. The OSEP approved this sampling methodology. Note that progress data are only reflective of children who received at least six months of programs and/or services.

**Percent of Children in Each Progress Category by Outcome**



<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2006 (2006-2007)	ECE&FS reported entry data and progress data for this indicator in FFY 2006.
2007 (2007-2008)	ECE&FS is reporting progress data for this indicator in FFY 2007.
2008 (2008-2009)	ECE&FS will report progress data and set targets for this indicator in FFY 2008.
2009 (2009-2010)	To be determined.
2010 (2010-2011)	To be determined.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006-2007	Grantee facilitates implementation of measurement tools and data analysis from Cohort One and Two sites.	ECE&FS staff High/Scope
2006-2007	Report analyzed data from Cohort One sites on all preschoolers entering during the fall of 2006.	ECE&FS staff High/Scope
2006-2008	Grantee will work with MDE staff and the Michigan Compliance Information System (MI-CIS) to build an electronic data collection and reporting system.	ECE&FS staff Grantees
2006-2008	Develop awareness level opportunities and provide technical assistance to Section 619 preschool teachers and service providers about the measurement tool(s) and data collection. Sustained learning opportunities will be provided.	ECE&FS staff OSE-EIS staff High/Scope
2006-2008	ECE&FS with grantee will establish a stakeholder referent group to review the child progress/outcome data and recommend strategies and develop statewide initiatives to improve methods of instruction to positively impact child outcomes.	ECE&FS staff High/Scope Work group
2007-2008	Incorporate the work of this indicator into the Key Performance Indicators (KPIs) of the Service Provider	OSE-EIS staff ECE&FS staff

Timelines	Activities	Resources
	Self review (SPSR) of the Continuous Improvement & Monitoring System (CIMS).	CIMS staff
2007-2010	Monitor data measuring this indicator and develop additional improvement activities to improve the system: <ul style="list-style-type: none"> <li>Individually, to improve children's IEPs based on results</li> <li>Locally, to improve service area policy and procedures</li> <li>Statewide, to improve policy and program decision making, including personnel development.</li> </ul>	OSE-EIS staff ECE&FS staff CIMS staff Grantees
2009-2011	Re-assess progress, activities and resources needed to effect systems change on this indicator.	ECE&FS staff High/Scope ISDs & LEAs

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status				OSEP Analysis and Next Steps	Michigan Response
The State's FFY 2006 reported progress data for this indicator are:				The State reported the required progress data and improvement activities. The State must provide progress data with the FFY 2007 APR, due February 1, 2009 and baseline data and targets with the FFY 2008 APR, due February 1, 2010.	See Table 3—Progress Data for FFY 2007 on pages 70-71.
06-07 Preschool Outcome Progress Data	Social Emotional	Knowledge & Skills	Appropriate Behavior		
a. % of preschoolers who did not improve functioning.	2.04%	4.08%	3.07%		
b. % of preschoolers who improved but not sufficient to move nearer to functioning comparable to same-aged peers.	12.93%	10.20%	11.95%		

Indicator Status				OSEP Analysis and Next Steps	Michigan Response
c. % of preschoolers who improved to a level nearer to same-aged peers but did not reach it.	32.99%	39.80%	17.41%		
d. % of preschoolers who improved functioning to reach a level comparable to same-aged peers.	31.63%	31.97%	44.71%		
e. % of preschoolers who maintained functioning at a level comparable to same-aged peers.	20.41%	13.95%	22.87%		
The State provided improvement activities for this indicator covering the remaining years of the SPP.					

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 8 (Facilitated Parent Involvement) Report Development:**

1. See General Overview pages 1-5.
2. Statewide surveys of parents/families of children and school-age students with Individualized Education Programs (IEPs) were disseminated to all parents of children ages 3 to 5 years who receive special education services and one-third of all parents of school-age children.
3. The preschool parent survey [50 National Center for Special Education Accountability Monitoring (NCSEAM) items] and the school-age parent survey (25 NCSEAM items) were available in English, Spanish, and Arabic. Families also were given the option to complete the survey online or via a telephone interview using Computer Assisted Telephone Interviewing technology.

**Monitoring Priority: FAPE in the LRE<sup>45</sup>/Facilitated Parent Involvement**  
(Results Indicator)

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Measurable and Rigorous Targets			
FFY	Baseline <sup>46</sup>	Target	Actual <sup>47</sup>
2005	21.1%		
2006		21.0%	23.6%
2007		23.0%	22.0% *
Percent = [(Weighted # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.			
*[(5,253.1) ÷ (23,882) X 100]			

Source: NCSEAM Parent Survey

<sup>45</sup> Free Appropriate Public Education in the Least Restrictive Environment

<sup>46</sup> In FFY 2005, the School-Age sample included parents with students ages 6 to 26, as Michigan provides special education to students up to age 26.

<sup>47</sup> Beginning in FFY 2006 Michigan began analyzing a separate School-Age sample of parents with students ages 6 to 21, consistent with federal Individuals with Disabilities Education Act (IDEA) requirements.

### Survey Instrument

There were two versions of the survey for parents of children in special education<sup>48</sup>:

- One for parents of preschool children (ages 3 to 5)
- One for parents of school-age children (ages 6 to 26)<sup>49</sup>

Both the preschool parent survey and the school-age parent survey included the 25 NCSEAM items measuring Efforts to Partner with Parents. The preschool survey also contained the 25 NCSEAM items measuring Quality of Services.

### Sampling

- Surveys were disseminated to all parents of children ages 3 to 5 years who receive special education services (approximately 22,000 families) and one-third of all parents of school-age children (approximately 70,500 families).
- Parents of school-age children were selected to participate in the survey using an Office of Special Education Programs (OSEP) approved cluster sampling plan.
- Approximately one-third of local school districts within every Intermediate School District (ISD) were selected for participation in the school-age survey. The exception is the one district with a student population greater than 50,000 that participates annually.
- Note that although the school-age survey was disseminated to parents of children ages 6-26, only the results for children ages 6-21 are included in this report.

### Response Rate

As of September 1, 2008, 5,897 respondents returned the preschool survey (27% response rate) and 17,992 returned the school-age (6-21) survey (26% response rate), for a total number of 23,889 responses (26% total response rate). Three respondents in the preschool sample and four respondents in the school-age sample did not complete enough of the survey to receive a valid partnership score. These seven cases were dropped from the sample resulting in a final preschool sample of 5,894 and a final school-age sample of 17,988.

### Results

A final score was derived from responses to all the items in the Schools' Efforts to Partner with Parents scale.<sup>50</sup> Scores ranged from 200 to 800. Michigan's parents' surveys yielded an overall weighted average<sup>51</sup> of 523 for ages 3-21.

Through stakeholder input garnered from focus groups, NCSEAM set a national standard score of 600. According to NCSEAM, "The standard is not about agreement with a single item". Given the consistent pattern in families' responses to the items, a high likelihood of agreement with the threshold item implies the same or greater likelihood of agreement with items located "below" this one on the

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<sup>48</sup> There have been no changes in the survey instrument from the previous round of data collection.

<sup>49</sup> Michigan provides special education services to children aged birth to 26 years.

<sup>50</sup> From the Avatar International, Inc. report, "IDEA Part B Special Education Parent Survey Results Pertaining to OSEP SPP/APR Indicator 8".

<sup>51</sup> This was a weighted average across preschool and school-age parents.

scale.”<sup>52</sup> The percentage of parent survey scores of 600 or higher is used to measure Indicator 8.

For the report of state-level performance, the measures of all participating parents' surveys in the state were combined. The percent reported in the Measurable and Rigorous Targets table above is the weighted percent of parents with scores at or above the established standard score of 600.

#### Analysis of Preschool Parent Survey Data for FFY 2006 – FFY 2007

	FFY 2006	FFY 2007
Total number responses from parents of preschool children	6,513	5,894
Partnership scores at or above the Indicator 8 standard NCSEAM 600 score. (Percent of responses)	2,235 (34.3%)	2,006 (34.0%)

#### Analysis of School-Age Parent Survey Data for FFY 2006 – FFY 2007

	FFY 2006	FFY 2007
Total number of responses from parents of school-age children	18,419	17,988
Partnership scores at or above the Indicator 8 standard NCSEAM 600 score. (Percent of responses)	3,938 (21.4%)	3,689 (20.5%)

#### Representativeness of the Sample

Comparisons of child characteristics between the statewide population and respondent sample revealed that the responses are representative of the entire Michigan Part B special education population with two exceptions. The first is the proportion of preschool and school-age children and the second is racial/ethnic composition.

Because of the sampling procedure used, the ratio of survey respondents with preschool age children to respondents with school-age children is greater than the ratio found in the state of Michigan.

Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample population. Weighting provides an estimate of the results that would be found if the distribution of a particular characteristic in the sample were identical to the distribution in the overall population.

<sup>52</sup> NCSEAM (2006). Use of the NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes. Available at: <http://www.monitoringcenter.lsuhsu.edu/PDF%20PPT/June%206.pdf>



To statistically correct for the preschool/school-age differences, Avatar International created weights based on the proportion of preschool children and school-age children in the total Part B population and the proportion found in the survey sample. The number of Indicator 8 scores at or above the NCSEAM 600 score was weighted by .44571 for the preschool sample and by 1.18162 for the school-age sample. The sum of the weighted samples was used to evaluate Indicator 8 [i.e.  $(2,006 \times .44571) + (3,689 \times 1.18162) = 5,253.1$ ].

**FFY 2007 Family Survey Respondents' Child Characteristics Compared to the State**

	Preschool Sample	Preschool Statewide Population (3-5)	School-Age Sample (6-21)	School-Age Statewide Population (6-21)
<i>Gender</i>				
Male	69.9% (n=1,776)	69.6% (n=16,809)	67.4% (n=12,133)	66.8% (n=142,134)
Female	30.1% (n=4,121)	30.4% (n=7,336)	32.6% (n=5,859)	33.2% (n=70,573)
<i>Race/Ethnicity</i>				
White	84.2% (n=4966)*	78.7% (n=19007)	74.6% (n=13,417)*	70.1% (n=151,143)
Black	9.1% (n=534)*	13.8% (n=3337)	19.9% (n=3,573)*	22.1% (n=47,606)
Hispanic	3.8% (n=223)*	4.6% (n=1,122)	3.6% (n=641)*	4.3% (n=9,282)
Asian	2.0% (n=117)	1.9% (n=451)	.9% (n=156)	1.0% (n=2,152)
American Indian	0.7% (n=42)	0.7% (n=176)	1.0% (n=172)	1.0% (n=2,196)
Native Hawaiian Pacific Islander	0.3% (n=15)	0.2% (n=52)	.2% (n=33)	0.2% (n=328)

\* Difference between sample and statewide is statistically significant.

The table below summarizes respondents' children's gender and race/ethnicity in comparison to statewide demographics. To determine if the difference in racial/ethnic distribution made a significant impact on the findings related to Indicator 8, weights were applied to adjust the sample sizes for each racial/ethnic group. Weights were calculated by dividing the proportion of each group in the Part B population by the corresponding proportion in the sample. A comparison of the original results and results after weighting by race/ethnicity showed virtually no difference in the scores (see table below). Therefore, even though the sample was not representative in terms of race/ethnicity, the Indicator 8 results were not affected.

**Indicator 8 Results Before and After Weighting**

	Unweighted		Weighted by ethnicity	
	n	% at or above standard	n	% at or above standard
Preschool Sample (3-5)	5,894	<b>34.0%</b>	5,861	<b>33.8%</b>
School-Age Sample (6-21)	17,988	<b>20.5%</b>	17,714	<b>20.4%</b>
	mean	standard deviation	mean	standard deviation
Preschool Sample (3-5)	567.65	130.7	566.87	130.9
School-Age Sample (6-21)	517.72	118.1	517.20	118.2

Additional details regarding the sampling and weighting procedures are available from the OSE-EIS.

**Discussion of Improvement Activities Completed**

Timelines	Activities	Status
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	1. Gather parent involvement survey data annually through the Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR). Analyze SPSR and other data to make decisions regarding LEA performance on this indicator and allocate resources to support LEAs in addressing their identified needs.	The results of the parent surveys continued to be used for the APR and the CIMS SPSR. FFY 2007 parent survey results will be included in the CIMS-2 electronic workbook.
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	2. Establish a stakeholder workgroup to <ul style="list-style-type: none"> <li>• synthesize the results of the Avatar International, Inc. report on parent involvement,</li> <li>• make knowledgeable recommendations for the development of systematic technical assistance efforts,</li> <li>• contribute to the development and implementation of a work plan to address needs,</li> <li>• facilitate brokering of information and linking the</li> </ul>	The initial stakeholder group was made up primarily of parents who work for, or are members of, the Systems Design Committee of the Michigan Alliance for Families. <ul style="list-style-type: none"> <li>• Representatives from the Office of Special Education and Early Intervention Services (OSE-EIS) developed an initial technical assistance plan using a learning community model to increase shared understanding among stakeholder groups.</li> <li>• Representatives from the</li> </ul>

Timelines	Activities	Status
	Michigan Department of Education (MDE) and external resources that can be used to address needs to improve performance on this indicator.	Michigan Alliance for Families and the Citizen's Alliance to Uphold Special Education (CAUSE) <sup>53</sup> have participated in at least four general overview sessions on Indicator 8 and have shared the information on the NCSEAM ladder with parents in regions in the state.
2007-2011	3. Facilitate informal gatherings between representatives from the parent grants, key OSE-EIS personnel, and other Mandated Activities Projects <sup>54</sup> (MAPs).	Representatives from the Michigan Alliance for Families and the CAUSE met with 6 of the 13 MAPs to explore opportunities for working together.
2007-2011	4. Create a feedback loop among families who participate on various SPP related work groups.	Individual families played a limited role in the ongoing efforts of the SPP work groups.
2007-2011	5. Develop and implement a more integrated set of activities across indicators that will enhance the impact of discrete indicator activities (e.g., work with Michigan's State Personnel Development Grant; analyze across indicator-specific data sets i.e., child find/identification rates.)	Through state grants such as Michigan Special Education Mediation Program (MSEMP) and CAUSE, parents learned about alternate dispute resolution methods, due process rights, and how to participate in the decision-making process. The Michigan Alliance for Families continued this outreach to stakeholder groups such as the Special Education Advisory Committee <sup>55</sup> , the Statewide Interagency Coordinating Council and local parent groups. Collaborative work occurred between the Michigan Alliance for Families and the MSEMP. MSEMP conducted a series of workshops to enhance participation and collaboration in IEP meetings to parent groups in local regions of the state.

<sup>53</sup> Michigan's Parent Training and Information Center (PTI)

<sup>54</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

<sup>55</sup> Michigan's IDEA mandated special education State Advisory Panel

**Explanation of Progress or Slippage that occurred for FFY 2007:**

Michigan did not meet its FFY 2007 target of 23%. Compared to the FFY 2006 Part B Parent survey for age 3-21, the percent of families at or above the standard in FFY 2007 was slightly lower (22.0% for FFY 2007 versus 23.6% for FFY 2006). However, the FFY 2007 percent remains higher than the FFY 2005 Part B Parent survey for age 3-26 (21%). Michigan's FFY 2007 percent is also higher in comparison to the 2005 NCSEAM Pilot Study in six states (22% for Michigan's Part B Parent survey versus 17% on the pilot study).

The percentage of parents in FFY 2007 (22.0%) with measures of the NCSEAM standard score of 600 or above dropped 1.6 percentage points from FFY 2006 (23.6%). This drop resulted in Michigan not meeting the target of 23.0%. This drop cannot be attributed to one specific factor.

Past efforts to improve facilitated parent involvement have emphasized the OSE-EIS partnership with the Michigan Alliance for Families and CAUSE to share information about this indicator with families of students with disabilities. According to the NCSEAM and Future of School Psychology Task Force on Family School Partnerships: "As stated in the definition of the parent involvement indicator, schools are responsible for facilitating parent involvement. Indicator 8 is not about parents taking the initiative to become involved nor is the indicator about satisfaction."

Efforts to improve results will require increased participation in awareness and improvement activities with school districts to improve Michigan's percentage of parents reporting that schools have facilitated parent involvement as a means of improving services and results for children with disabilities. See the new improvement activities designed to address this.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Communicate the instructions for viewing the results of the parent surveys to districts.</p> <ul style="list-style-type: none"> <li>• Provide Wayne State University (WSU) and OSE-EIS support to enable districts to more easily access and interpret the results of the parent surveys.</li> <li>• Update the WSU web site to be more user friendly.</li> <li>• Link the information provided on the OSE-EIS public reporting web site to the WSU parent survey results web site and update the public reporting text to include an explanation of the survey calibration.</li> </ul> <div data-bbox="415 905 898 1024" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b> WSU staff, the OSE-EIS staff</p> </div>	<p>In order for districts to use the results from the parent surveys there is a need for clear instructions on accessing the results.</p>
2008-2011	<p><i>New:</i> Provide evidence-based resource material to districts regarding strategies to facilitate parent involvement.</p> <ul style="list-style-type: none"> <li>• Provide links on the WSU web site, the OSE-EIS Public Reporting web site and the CIMS-2 web site to the material that NCSEAM developed in collaboration with the Future of School Psychology Task Force on Family School Partnerships.</li> <li>• Recruit two Michigan's Integrated Improvement Initiatives (MI3) whose work involves training and technical assistance to educators and administrators to explore the option of incorporating this resource into their existing technical assistance resources.</li> </ul> <div data-bbox="407 1701 920 1820" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b> OSE-EIS staff, MI3 staff, WSU staff</p> </div>	<p>Access to evidence-based interventions will help district personnel improve their working relationships with families in ways designed to result in improved parent involvement.</p>

Timelines	New and Revised Activities	Justification
2007-2011	<p><i>New:</i> Implement a comprehensive outreach plan to share:</p> <ul style="list-style-type: none"> <li>• The purpose of the parent surveys.</li> <li>• The distribution methodology for the surveys.</li> <li>• The findings and meaning of Michigan's baseline and subsequent APR measure scores.</li> <li>• Expectations that schools have responsibility for facilitating parent involvement.</li> </ul> <p>This will be accomplished through presentations to districts and Parent Advisory Committees (PACs) regarding survey results both in person and using technology.</p> <div data-bbox="394 846 922 1014" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b></p> <p>OSE-EIS staff, MI3 staff, the Michigan Alliance for Families, and other MAPs.</p> </div>	<p>Making information about Indicator 8 available to parents, administrators and educators is needed to:</p> <ul style="list-style-type: none"> <li>• Increase the survey response rate.</li> <li>• Increase awareness of indicators components, and</li> <li>• Support districts in learning about their parent survey results and making improvements.</li> </ul>
2006-2011	<p><i>Revision to Activity #1:</i> WSU will continue the annual administration of the parent survey data. The results of the parent surveys will be used for the APR and the CIMS Review Analysis Process (RAP).</p>	<p>The CIMS is not responsible for gathering data. The CIMS role is review and analysis.</p> <p>Additionally the SPSR which was previously used is being replaced in the future by the RAP.</p>
2007-2011	<p><i>Deletion of Activity #4:</i> Create a feedback loop among families who participate on various SPP related work groups.</p>	<p>This activity may not have the ability to impact Michigan's partnership scores at or above the NCSEAM standard 600 scores. This activity is not anticipated to have a direct impact on schools' efforts to facilitate parent involvement.</p>

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State's FFY 2006 reported data for this indicator are 23.59%. These data represent progress from the FFY 2005 data of 21.14%. The State met its FFY 2006 target of 21%.	OSEP appreciates the State's efforts to improve performance.	Michigan has revised and added Improvement Activities to help schools facilitate parent involvement as a means of improving services and results for children with disabilities.

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 9 (Disproportionate Representation-Child with a Disability) Report Development:**

1. See General Overview pages 1-5.
2. The Weighted Risk Ratio (WRR) and Alternate Risk Ratio (ARR) were determined not appropriate for identifying disproportionate representation when the district's student racial distribution varies significantly from the state racial distribution (which is used for calculating the WRR and ARR). In such cases a Risk Ratio (RR) was found to provide a more accurate view of the issue because it compares identification rates by race/ethnicity against the district's student population.
3. A desk audit was added to the focused monitoring protocol to determine if the district's identification policies, procedures, and practices were inappropriate. See State Definition on the following page for details.
4. A self review tool that was originally designed to assist districts in analyzing their policies, procedures, and practices is no longer used.<sup>56</sup>

<b>Monitoring Priority: Disproportionate Representation—Child with a Disability</b>
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(Compliance Indicator)
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**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

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<sup>56</sup> The tool was developed for the review of policies, procedures, and practices specific to Black students identified with a cognitive impairment. Once it was determined that the scope of disproportionate representation was inclusive of other races and disabilities, the self review tool was discontinued.



State Definition: The Office of Special Education and Early Intervention Services' (OSE-EIS) operational definition of districts with disproportionate representation as a result of inappropriate identification includes:

	<b>Over-Representation</b>	<b>Under-Representation</b>
<b>Step 1: Identify Districts with Disproportionate Representation</b>	A verified ratio <sup>57</sup> > 2.5 for two consecutive years for race/ethnicity groups is calculated and used to identify districts for focused monitoring activities.	A verified ratio < 0.4 in two consecutive years for race/ethnicity groups is calculated and used to identify districts for focused monitoring activities.
<b>Step 2: Analysis of Inappropriate Identification</b>	<p>The Office of Special Education and Early Intervention Services (OSE-EIS) completes an on-site focused monitoring visit for districts with a WRR, ARR, or <math>RR \geq 3.0</math> for one or both years. On-site monitors review student files and conduct interviews. This culminates in a decision about inappropriate identification.</p> <p>The OSE-EIS completes a desk audit for districts whose data indicates that their WRR, ARR or RR is between 2.5 and 3.0 for one or both years. This process is used to determine if the district's identification policies, procedures, and practices are inappropriate.</p>	The OSE-EIS completes a desk audit that reviews identification policies, procedures, and practices. This culminates in a decision about inappropriate identification.

<sup>57</sup> For the FFY 2007 APR, the two school years considered were FFY 2006 (2006-2007) and FFY 2007 (2007-2008). In cases where the sum of all other students with disabilities equals fewer than ten, an Alternate Risk Ratio (ARR) was calculated for the race under consideration, per Westat recommendation. A Risk Ratio (RR) was calculated when the racial/ethnic distribution of the district's student population varied significantly from the state racial distribution (FFY 2007: American Indian 0.9%, Asian 2.5%, Black 20.3%, Hispanic 4.6%, White 71.7%), which is used to calculate WRRs/ARRs. The risk ratio compares identification rates by race/ethnicity against the district's student population. This was an issue particularly for districts where the American Indian or Black populations were the majority race. See detailed set of Business Rules in Appendix D.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2006	0.3%	0%	
2007		0%	0.3% *
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100. *[2 ÷ 778] X 100			

Sources: Michigan Compliance Information System and the Single Record Student Database

During 2007-2008, the OSE-EIS analyzed FFY 2006 and FFY 2007 disproportionate representation data for 778 districts. Eight new districts were identified for focused monitoring activities (three for over-representation; five for under-representation). Two of the districts with over-representation of Black students were found to have inappropriate identification policies, procedures, and/or practices as represented in the table above. There were no districts with under-representation due to inappropriate identification.

### Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007	1. Consider the potential for an annual Summit on Culturally Responsive Educational Systems, as requested by LEA and ISD special education directors.	An annual Summit on Culturally Responsive Educational Systems was considered as originally requested by Local Educational Agency (LEA) and Intermediate School District (ISD) special education directors. The expanded understanding of Indicator 9 led to the conclusion that culturally responsive educational systems should be explored at the district level to lead to meaningful change in practices.
2007-2011	2. The OSE-EIS will provide professional development to Intermediate School District planner monitors in order to address issues regarding disproportionate representation.	A session was held with ISD planner/monitors in Spring 2008.

Timelines	Activities	Status
2007-2011	3. The OSE-EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally sensitive goal-directed systems.	The Reaching and Teaching Struggling Learners initiative, a Mandated Activities Project <sup>58</sup> serving 16 middle and high schools over several years, is integrating culturally proficient strategies into the program design.
<b>IMPROVE DATA COLLECTION</b>		
2007	4. Develop an electronic data verification process.	The OSE-EIS updated its electronic calculator for district use as part of the data verification process.
2007-2011	5. The OSE-EIS will work with CEPI to refine data collection issues and alignment with new Office of Management and Budget multi-racial/ethnic coding.	Representatives of the OSE-EIS participated in the Center for Education Performance and Information (CEPI) Race/Ethnicity Task Force throughout the FFY 2007 to assure that data collection and reporting needs relative to disproportionate representation were addressed. The Michigan Department of Education (MDE) will implement the new federal race/ethnicity coding in the FFY 2010. Because Michigan uses a two-year pattern of data to identify districts with disproportionate representation, a bridging methodology will be in place for data collection for the FFY 2009.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006 -2011	6. Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionality.  Study districts that in fact exhibit the determinants but do not have disproportionality issues.	The OSE-EIS studied state assessment data for under-represented populations within identified districts to determine if there was a correlation between race/ethnicity and student achievement in under-represented populations. The OSE-EIS continues to use the National Center for Culturally Responsive Educational Systems' resources for interventions and strategies that are appropriate. Information is routinely shared with technical assistance staff assigned the

<sup>58</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

Timelines	Activities	Status
		support role to districts.
2006-2011	7. Meet semi-annually to recommend ways to analyze and address disproportionality data issues.	<p>The OSE-EIS planning team communicated at least monthly with Wayne State University (WSU)<sup>59</sup> regarding disproportionate representation data analysis issues. The OSE-EIS sought guidance regarding data issues during FFY 2007 from the special education subcommittee of the national Education Information Management Advisory Consortium (EIMAC), the 2008 Office of Special Education Programs (OSEP) Data Managers' conference and the OSEP Leadership conference.</p> <p>Further assistance with data issues was provided by:</p> <ul style="list-style-type: none"> <li>• A data referent group composed of the MDE staff, WSU faculty, and ISD data consultants,</li> <li>• The North Central Regional Resource Center,</li> <li>• Great Lakes East Comprehensive Assistance Center's subcontractors including the American Institutes for Research and the RMC Research Corporation.</li> </ul>
2006-2011	8. Notify LEAs of their disproportionate representation status and the appropriate level of intervention to begin and complete the verification process.	The OSE-EIS completed initial notification, data verification, focused monitoring activities, and reports of findings for districts identified based on FFY 2006 and FFY 2007 data.
2007	9. Analyze disproportionality data further to determine districts with evidence of under-representation of certain groups of students identified for special education and related services.	Districts were identified for under-representation. Data verification was completed. District desk audits were conducted and analyzed by the OSE-EIS monitors to determine whether the under-representation was due to inappropriate identification policies, procedures, and practices. Issues of

<sup>59</sup> The WSU College of Urban Studies has a contract to run all disproportionate representation data analyses for the OSE-EIS.

Timelines	Activities	Status
		concern included student performance on state assessments and child find practices.
2007–2011	10. Redesign the CIMS self review and improvement plan processes to address more comprehensively issues of disproportionality.	The Continuous Improvement and Monitoring System (CIMS) redesign (CIMS-2) scheduled for roll-out in the spring of 2009 is still in process. CIMS-2 will have data related to disproportionate representation, and districts will be able to access information regarding the race and ethnicity of students with disabilities as soon as the data are available. Districts can use this information for self monitoring and improvement plan development.
2007-2011	11. The OSE-EIS will review annually the calculations used to determine disproportionate representation and adjust the business rules based on district patterns analyzed to yield an increasingly accurate approach.	<p>The business rules were reviewed and adjusted to calculate the data more accurately, taking into consideration districts with consortium programs (see Appendix D).</p> <p>WSU consulted with a statistician and other state disproportionate representation contacts and conducted a simulation study to determine if a different calculation should be used where the state's second largest racial/ethnic group population is low or zero in the local district, and other minority racial/ethnic groups represent a higher local proportion of students with disabilities than in the state.</p>
<b>PROGRAM DEVELOPMENT</b>		
2007-2008	12. Address school culture and cultural responsiveness and consider the State's disproportionality data as district sites are selected for participation.	<p>Conversations between Reaching and Teaching Struggling Learners initiative staff and the Great Lakes East Comprehensive Assistance Center continued to support efforts to increase knowledge and skill base.</p> <p>Reaching and Teaching Struggling Learners initiative, a Mandated Activities Project serving 16 middle and high schools over several years, is</p>

Timelines	Activities	Status
		integrating culturally proficient strategies into the program design.
2007–2011	13. Design a training of trainers model for LEA and ISD staff on ways to develop culturally responsive and proficient educational systems.	In lieu of using a train the trainers model, a listserv was established to distribute information regarding culturally proficient systems.
2007-2011	14. Develop and implement a more integrated set of General Supervision activities across: <ul style="list-style-type: none"> <li>• The general supervision SPP indicators.</li> <li>• Michigan's Integrated Improvement Initiatives (MI3).</li> <li>• Michigan's emerging work with the NCSEAM<sup>60</sup> General Supervision Framework.</li> </ul>	<p>During the CIMS-2 design and development of the Michigan's Integrated Improvement Initiatives (MI3), there has been detailed attention to alignment with APR work.</p> <p>Michigan's Parent Support System grantees helped to integrate activities across indicators. Both the Citizen's Alliance to Uphold Special Education (CAUSE)<sup>61</sup> and the Michigan Alliance for Families participated as part of MI3.</p> <p>On March 17, 2008, a combined meeting was held that included the CAUSE, the Michigan Alliance for Families and OSE-EIS staff to initiate this integration. Work has been ongoing.</p>
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2006-2011	15. Continue to review MDE policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	The OSE-EIS, as part of its general supervisory responsibilities, continually examines its policies, procedures, and practices to ensure that the SEA is culturally responsive. This activity is foundational and unending.

<sup>60</sup> National Center for Special Education Accountability Monitoring

<sup>61</sup> Michigan's Parent Training and Information Center (PTI)

Timelines	Activities	Status
2007-2011	16. The OSE-EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty, and members of professional organizations to meet semi-annually.	Advisory committee meetings were held on August 16, 2007, and November 1, 2007. A subgroup of the Advisory committee met in summer 2008 regarding data considerations relative to disproportionate representation in consortium programs.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2007 Ongoing as needed	17. Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self review of policies, procedures, practices and develop improvement plans. This will be ongoing annually until disproportionate representation is embedded within the CIMS.	The OSE-EIS no longer conducts regional meetings regarding disproportionate representation. Instead, the OSE-EIS works with each district identified as having disproportionate representation to provide guidance on the review of policies, procedures, and practices and the development of the improvement (corrective action) plans.
2007-2011	18. Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	Representatives of the OSE-EIS staff presented at the 2007 Michigan Association of Administrators of Special Education Summer Institute, the 2007 Michigan Education Association (MEA) Summer Conference, the 2007 MEA December Conference, and the 2008 Michigan Council for Exceptional Children's Annual Conference.  Representatives of the OSE-EIS staff participated in Michigan Educational Research Association, Race Matters for Michigan's Children, EIMAC and OSEP meetings.
2007-2011	19. Design and maintain a web page with resources and links to critical information on disproportionality.	The OSE-EIS developed a web page ( <a href="http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html">http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html</a> ) with disproportionate representation tools and information.

Timelines	Activities	Status
2007-2011	20. The OSE-EIS will prepare resource materials and develop and disseminate products, tools and training modules based on research-based results of effective Child Find interventions and identification practices.	Each identified district was required to enhance child find strategies and interventions as part of the development of a corrective action plan.  The districts were introduced to tiered intervention models that measure student academic progress prior to determining whether a referral to special education is appropriate. Technical assistance staff helped districts by providing information about existing programs that utilize data collection and analysis to inform instructional decision making.
2007-2011	21. The OSE-EIS will provide technical assistance regarding corrective action plans related to noncompliance and assist LEAs in revising policies, procedures, and/or practices.	As part of the CIMS process, technical assistance was provided to each identified district to assist with the development and implementation of appropriate policies, procedures, and practices.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 0% target for Indicator 9. There has been no progress or slippage.

During FFY 2007, eight districts were identified with disproportionate representation. Black students were disproportionately over-represented in three districts and Asian students were under-represented in five districts. The business rules (see Appendix D) prescribed a focused monitoring on-site visit for the three districts with over-representation and a desk audit for the five districts with under-representation. With the completion of the focused monitoring activities, the percentage of FFY 2007 districts with disproportionate representation due to inappropriate identification was 0.3%.

Three districts were monitored for over-representation of Black students. Two of the districts had findings of inappropriate identification practices. There were no findings for any of the five districts identified with under-representation. Two districts were identified for FFY 2006 with over-representation due to inappropriate identification practices. The percentage of districts with over-representation due to inappropriate practices remains < 1%.



Over-representation for this indicator continues to identify minority populations of students with disabilities. FFY 2006 identified two districts with inappropriate identification practices (one American Indian, one Black) while FFY 2007 data reveals two districts with over-representation due to inappropriate identification practices among Black students with disabilities. Districts with over-representation of Black students across all disabilities have shown a pattern of inappropriate identification practices consisting of incomplete evaluations. Both identified districts for FFY 2007 have small percentages, ranging from < 1% to 2.4%, of Black students. Technical assistance teams will work closely with district staff to assist in developing student progress monitoring that lend to improved support to the small population of diverse learners in the school system as well as evaluation processes that are consistent with federal and state requirements.

The desk audit was an enhancement of the telephone interview process used in FFY 2006 for the review of districts with under-representation. The desk audit process was developed to assist districts' reviews of their policies, procedures, and practices for under-represented populations in special education.

The continued development of an integrated OSE-EIS system of data analysis across indicators will give districts a more comprehensive view of what is likely to be interfering with appropriate identification policies, procedures and practices.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2006 -2011	<i>Revision of Activity #6:</i> Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionate representation. Study districts that in fact exhibit the determinants but do not have disproportionate representation issues.	The term "disproportionality" was replaced with "disproportionate representation" to make a clear distinction between "disproportionate representation" and "significant disproportionality."
2006-2011	<i>Revision of Activity #7:</i> Meet semi-annually to recommend ways to analyze and address disproportionate representation data issues.	The term "disproportionality" was replaced with "disproportionate representation" to make a clear distinction between "disproportionate representation" and "significant disproportionality."
2006-2011	<i>Revision of Activity #8:</i> Notify LEAs of their disproportionate representation status and	The term "disproportionality" was

Timelines	New and Revised Activities	Justification
	the appropriate level of intervention to begin and complete the verification process.	replaced with "disproportionate representation" to make a clear distinction between "disproportionate representation" and "significant disproportionality."
2007–2011	<i>Revision of Activity #10:</i> Redesign the CIMS self review and improvement plan processes to address more comprehensively issues of disproportionate representation.	The term "disproportionality" was replaced with "disproportionate representation" to make a clear distinction between "disproportionate representation" and "significant disproportionality."
2006-2011	<i>Deletion of Activity #15:</i> Continue to review MDE policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	This activity is foundational and ongoing. Therefore, it is unnecessary to articulate this activity as distinct from general supervision and subject to a deadline.
2007 Ongoing as needed	<i>Deletion of Activity #17:</i> Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self review of policies, procedures, practices and develop improvement plans. This will be ongoing annually until disproportionate representation is embedded within the CIMS.	Large regional meetings did not lead to meaningful discussions by district participants. The discontinued use of the self review rubric also decreased the need for the large group presentations.
2007-2011	<i>Revision of Activity #19:</i> Design and maintain a web page with resources and links to critical information on disproportionate representation.	The term "disproportionality" was replaced with "disproportionate representation" to make a clear distinction between "disproportionate representation" and "significant disproportionality."

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the baseline and improvement activities for this indicator in its SPP and OSEP accepts those revisions. The State's FFY 2006 reported data for this indicator are &lt; 1%. These data remain unchanged from the FFY 2005 data of &lt; 1%.</p> <p>The State did not meet its FFY 2006 target of 0%.</p> <p>The State reported the actual number of districts determined in FFY 2006 and FFY 2005 to have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, baseline data from the FFY 2005 and FFY 2006 progress data on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification, and describe how the State made that determination. The State provided FFY 2005 baseline data and FFY 2006 progress data.</p> <p>The State was also required to clarify its definition of disproportionate representation and clarify that it is not limiting its review to only those districts with disproportionate representation or significant disproportionality of African Americans in special education and those with cognitive impairments. In addition, the State was required to provide information that demonstrates that for those districts identified with significant disproportionality based on any race or ethnicity with respect to identification, placement or discipline, the State provides for the review (and if appropriate) revision of policies, procedures, and practices, requires the LEA to reserve the maximum amount of funds to be used for early intervening services, and requires the LEA to publicly report the revision of policies, procedures, and practices. The State provided the required information.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2007 APR, due February 1, 2009, that demonstrate that the State has in effect policies and procedures as required by 34 CFR §300.173 and that the LEAs identified in FFY 2005 and FFY 2006 as having disproportionate representation of racial or ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §§300.111, 300.201 and 300.301 through 300.311.</p>	<p>Per the Progress/Slippage section of this report, the OSE-EIS has assisted districts in understanding both the data requirements and implementing compliant policies, procedures, and practices. The districts identified in FFY 2005 and FFY 2006 are currently working with technical assistance providers to develop and implement appropriate policies, procedures and practices. They are within their one year for correction (The district identified in FFY 2005 was notified in March 2008; the districts identified in FFY 2006 were notified in April 2008).</p>

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 10 (Disproportionate Representation-Eligibility Categories) Report Development:**

1. See General Overview pages 1-5.
2. The Weighted Risk Ratio (WRR) and Alternate Risk Ratio (ARR) continued to be used in most cases. They were determined not appropriate for identifying disproportionate representation when the district's student racial distribution varied significantly from the state racial distribution (which is used for calculating the WRR and ARR). In such cases a Risk Ratio (RR) was found to provide a more accurate view of the issue because it compares identification rates by race/ethnicity against the district's student population.
3. A desk audit was added to the focused monitoring protocol to determine if the district's identification policies, procedures, and practices were inappropriate. See State Definition on the following page for details.
4. The self review tool that was originally designed to assist districts in analyzing their policies, procedures, and practices is no longer used.<sup>62</sup>

**Monitoring Priority: Disproportionate Representation—Eligibility Categories**

(Compliance Indicator)

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Measurement:** Percent =  $\left[ \frac{\text{(\# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification)}}{\text{(\# of districts in the State)}} \right] \text{ times } 100.$

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

<sup>62</sup> The tool was developed for the review of policies, procedures, and practices specific to Black students identified with a cognitive impairment. Once it was determined that the scope of disproportionate representation was inclusive of other races and disabilities, the self review tool was discontinued.

State Definition: Michigan's operational definition of districts with disproportionate representation as a result of inappropriate identification includes:

	<b>Over-Representation</b>	<b>Under-Representation</b>
<b>Step 1: Identify Districts with Disproportionate Representation</b>	A verified Ratio > 2.5 for two consecutive years <sup>63</sup> for any race/ethnicity in any one disability category is calculated and used to identify districts for focused monitoring activities.	A verified Ratio < 0.40 in two consecutive years for race/ethnicity in any one disability category is calculated and used to identify districts for focused monitoring activities.
<b>Step 2: Analysis of Inappropriate Identification</b>	<p>The Office of Special Education and Early Intervention Services (OSE-EIS) completes an on-site focused monitoring visit for districts with a WRR, ARR, or RR <math>\geq</math> 3.0 for one or both years. On-site monitors review student files and conduct interviews. This culminates in a decision about inappropriate identification.</p> <p>The OSE-EIS completes a desk audit for districts whose data indicates that their WRR, ARR or RR is between 2.5 and 3.0 for one or both years. This process is used to determine if the district's identification policies, procedures, and practices are inappropriate.</p>	The OSE-EIS completes a desk audit that reviews identification policies, procedures, and practices. This culminates in a decision about inappropriate identification.

<b>Measurable and Rigorous Targets</b>			
<b>FFY</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
<b>2005</b>	1.7%		
<b>2006</b>		0%	3.2% <sup>64</sup>
<b>2007</b>		0%	<b>1.7% *</b>
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.  *[(13 ÷ 778) X 100]			

Sources: Michigan Compliance Information System (MI-CIS) and the Single Record Student Database (SRSD)

<sup>63</sup> For the FFY 2007 APR, the two school years considered were FFY 2006 (2006-2007) and FFY 2007 (2007-2008).

<sup>64</sup> The number of districts found to be disproportionate due to inappropriate identification is now 25. The February 2008 submission reported 18 districts, however, as a result of OSEP's April 2008 Response Table requirement, seven additional districts were identified through focused monitoring activities in 2008.

During 2007-2008, the OSE-EIS analyzed FFY 2006 and FFY 2007 disproportionate representation data for 778 districts.

The FFY 2007 data analysis identified 63 districts as potentially having disproportionate representation due to inappropriate identification (35 with under-representation). 13 districts were found to have over-representation due to inappropriate identification. There were no districts found to have under-representation due to inappropriate identification.

**FFY 2007 Michigan Race/Ethnicity Disproportionate Representation Analysis (WRR > 2.5) by Disability Category** (Numbers of Districts/Percentage of Districts)

	American Indian		Asian		Black		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
<b>Cognitive Impairment</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Emotional Impairment</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>Specific Learning Disability</b>	0	0.0%	0	0.0%	1	0.1%	0	0.0%	0	0.0%
<b>Speech and Language Impairment</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.3%
<b>Other Health Impairment</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	1.2%
<b>Autism Spectrum Disorder</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%

**Discussion of Improvement Activities Completed**

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007	1. Consider the potential for an annual summit on culturally responsive educational systems, as requested by LEA and ISD special education directors.	An annual summit on culturally responsive educational systems was considered as originally requested by districts and Intermediate School District (ISD) special education directors. The expanded understanding of Indicator 10 led to the conclusion that culturally

Timelines	Activities	Status
		responsive educational systems should be explored at the district level to lead to meaningful change in practices.
2007-2011	2. The OSE-EIS will provide professional development to Intermediate School District in order to address issues regarding disproportionate representation.	A session was held with ISD planner/monitors in spring 2008.
2007-2011	3. The OSE-EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally sensitive goal-directed systems.	Reaching and Teaching Struggling Learners initiative, a Mandated Activities Project <sup>65</sup> (MAP) serving 16 middle and high schools over several years, is integrating culturally proficient strategies into the program design.
<b>IMPROVE DATA COLLECTION</b>		
2007-2011	4. The OSE-EIS will work with CEPI to refine data collection issues and alignment with new OMB multi-racial/ethnic coding	Representatives of the OSE-EIS participated in the Center for Education Performance and Information (CEPI) Race/Ethnicity Task Force throughout the FFY 2007 to assure that data collection and reporting needs relative to disproportionate representation were addressed. The Michigan Department of Education (MDE) will implement the new federal race/ethnicity coding in the FFY 2010. Because Michigan uses a two-year pattern of data to identify districts with disproportionate representation, a bridging methodology will be in place for data collection for the FFY 2009.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006 -2011	5. Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionate representation.	The OSE-EIS studied state assessment data for under-represented populations within identified districts to determine if there was a correlation between the students in under-represented populations and their achievement. The OSE-EIS continues to use the

<sup>65</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

Timelines	Activities	Status
	Study districts that in fact exhibit the determinants but do not have disproportionate representation issues.	National Center for Culturally Responsive Educational Systems' resources for interventions and strategies that are appropriate. Information is routinely shared with technical assistance staff assigned the support role to districts.
2006-2011	6. Meet semi-annually to recommend ways to analyze and address disproportionate representation data issues.	<p>The OSE-EIS planning team communicated at least monthly with Wayne State University (WSU)<sup>66</sup> regarding disproportionate representation data analysis issues.</p> <p>The OSE-EIS sought guidance regarding data issues during FFY 2007 from the special education subcommittee of the national Education Information Management Advisory Consortium (EIMAC), the 2008 Office of Special Education Programs (OSEP) Data Managers' conference and the OSEP Leadership conference.</p> <p>Further assistance with data issues was provided by:</p> <ul style="list-style-type: none"> <li>• A data referent group composed of the MDE staff, WSU faculty, and ISD data consultants,</li> <li>• The North Central Regional Resource Center,</li> <li>• Great Lakes East Comprehensive Assistance Center's subcontractors including the American Institutes for Research and the RMC Research Corporation.</li> </ul>
2006-2011	7. Notify LEAs of their disproportionate representation status and the appropriate level of intervention to begin and complete the verification process.	The OSE-EIS completed initial notification, data verification, focused monitoring activities, and reports of findings for districts identified based on FFY 2006 and FFY 2007 data.
2007	8. Analyze disproportionate representation data further to determine where there	Districts were identified initially for under-representation based on data. Data verification was completed.

<sup>66</sup> The WSU College of Urban Studies has a contract to run all disproportionate representation data analyses for the OSE-EIS.



Timelines	Activities	Status
	are districts with evidence of under-representation of certain groups of students identified for special education and related services.	District desk audits were conducted and analyzed by the OSE-EIS monitors to determine whether the under-representation was due to inappropriate identification policies, procedures, and practices. Issues of concern included student performance on state assessments and child find practices.
2007–2008	9. Redesign the CIMS self review and improvement plan processes to address more comprehensively issues of disproportionality.	The Continuous Improvement and Monitoring System (CIMS) redesign (CIMS-2) scheduled for roll-out in the spring of 2009 is still in process. CIMS-2 will have data related to disproportionate representation, and districts will be able to access information regarding the race and ethnicity of students with disabilities as soon as the data are available. Districts can use this information for self monitoring and improvement plan development.
2007-2011	10. The OSE-EIS will review annually the calculations used to determine disproportionate representation and adjust the business rules based on district patterns analyzed to yield an increasingly accurate approach.	<p>The business rules were reviewed and adjusted to calculate the data more accurately, taking into consideration districts with consortium programs (see Appendix D).</p> <p>WSU consulted with a statistician and other state disproportionate representation contacts and conducted a simulation study to determine if a different calculation should be used where the state's second largest racial/ethnic group population is low or zero in the local district, and other minority racial/ethnic groups represent a higher local proportion of students with disabilities than in the state.</p>
2007–2011	11. Include Indicator 10 Level 4 LEAs in the proposed work with Indicator 9 LEAs.	Michigan no longer uses a level system to identify districts with disproportionate representation. Level 4 was previously considered to be significant disproportionality, which is not part of Indicator 9 or 10.

Timelines	Activities	Status
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	12. Work with the OSE-EIS Family Involvement team, the Michigan Alliance for Families, and the Citizens Alliance to Uphold Special Education (CAUSE) <sup>67</sup> to prepare resources for parent mentors and educators to share with parents of students with disabilities throughout Michigan to enhance awareness of disproportionality issues and increase meaningful parent involvement in the education of children with disabilities.	The process of identification focused monitoring and technical assistance were presented to various parent grantees. In addition, Parent Support System grantees were involved in the discussion of these data as part of design work to develop resources for parents in order to increase meaningful parent involvement. This integration of data and activities across indicators is part of Michigan's Integrated Improvement Initiatives (MI3).
<b>PROGRAM DEVELOPMENT</b>		
2007-2008	13. Address school culture and cultural responsiveness and consider the state's disproportionality data as district sites are selected for participation.	Conversations between Reaching and Teaching Struggling Learners initiative staff and the Great Lakes East Comprehensive Assistance Center continued to support efforts to increase knowledge and skill base.  The Reaching and Teaching Struggling Learners initiative, a MAP serving 16 middle and high schools over several years, is integrating culturally proficient strategies into the program design.
2007-2011	14. Design a training of trainers model for LEA and ISD staff on ways to develop culturally responsive and proficient educational systems.	In lieu of using a train the trainers model, a listserv was established to distribute information regarding culturally proficient systems.
2007-2011	15. Michigan's proposed levels of risk for disproportionality and corresponding interventions will include risk ratios and specific interventions for	Michigan no longer uses a level system to identify districts with disproportionate representation. LEAs and ISDs each receive district profiles which include ratios for over- and under-representation. As a result of the OSEP

<sup>67</sup> Michigan's Parent Training and Information Center (PTI)

Timelines	Activities	Status
	over- and under-representation and significant disproportionality (see State Definition Table on page 98).	Response Table, Michigan no longer considers significant disproportionate representation a part of the Indicator 9 and 10 process.
2008-2011	<p>16. Develop and implement a more integrated set of General Supervision activities across</p> <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• MI3</li> <li>• Michigan's emerging work with the National Center for Special Education Accountability Monitoring (NCSEAM)<sup>68</sup> General Supervision Framework</li> </ul>	<p>During the CIMS-2 design and development of the MI3, there has been detailed attention to alignment with APR work.</p> <p>Michigan's Parent Support System grantees helped to integrate activities across indicators. Both the Citizen's Alliance to Uphold Special Education and the Michigan Alliance for Families participated as part of MI3.</p> <p>On March 17, 2008, a combined meeting was held that included the CAUSE, the Michigan Alliance for Families and OSE-EIS staff to initiate this integration. Work has been ongoing.</p>
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2006-2011	17. Continue to review Michigan Department of Education (MDE) policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	The OSE-EIS, as part of its general supervisory responsibilities, continually examines its policies, procedures, and practices to ensure that the SEA is culturally responsive. This activity is foundational and unending.
2007-2011	18. The OSE-EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty, and members of professional organizations to meet semi-annually.	Advisory committee meetings were held on August 16, 2007 and November 1, 2007. A subgroup of the advisory committee met in summer 2008 regarding data considerations relative to disproportionate representation in consortium programs.

<sup>68</sup> National Center for Special Education Accountability Monitoring

Timelines	Activities	Status
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2007 Ongoing as needed	19. Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self review of policies, procedures, and practices and develop improvement plans; ongoing annually until disproportionality is embedded within the CIMS.	The OSE-EIS no longer conducts regional meetings regarding disproportionate representation. Instead, the OSE-EIS works with each district identified as having disproportionate representation to provide guidance on the review of policies, procedures, and practices and the development of the improvement (corrective action) plans.
2007-2011	20. Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	Representatives of the OSE-EIS staff presented at the 2007 Michigan Association of Administrators of Special Education Summer Institute, the 2007 Michigan Education Association (MEA) Summer Conference, the 2007 MEA December Conference, and the 2008 Michigan Council for Exceptional Children's Annual Conference.  Representatives of the OSE-EIS staff participated in Michigan Educational Research Association, Race Matters for Michigan's Children, EIMAC and OSEP meetings.
2007-2011	21. Design and maintain a web page with resources and links to critical information on disproportionality.	The OSE-EIS developed a web page ( <a href="http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html">http://www.michigan.gov/mde/0,1607,7-140-6530_6598_48005---,00.html</a> ) with disproportionate representation tools and information.
2007-2011	22. The OSE-EIS will prepare resource materials and develop and disseminate products, tools and training modules based on research-based results of effective Child Find interventions and identification practices.	Each identified district was required to enhance child find strategies and interventions as part of the development of a corrective action plan.  The districts were introduced to tiered intervention models that measure student academic progress prior to determining whether a referral to special education is appropriate. Technical assistance staff helped districts by providing information about existing

Timelines	Activities	Status
		programs that utilize data collection and analysis to inform instructional decision making.
2007-2011	23. The OSE-EIS will provide technical assistance regarding corrective action plans related to noncompliance and assist LEAs in revising policies, procedures, and/or practices.	As part of the CIMS process, technical assistance was provided to each identified district to assist with the development and implementation of appropriate policies, procedures, and practices.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 0% target for Indicator 10 in FFY 2007.

In Michigan's FFY 2006 APR, disproportionate representation due to inappropriate identification practices was reported as 2.4%, which represented 18 districts. The April 2008 OSEP Response Table indicated that the calculation used to determine disproportionate representation was "inconsistent with the required measurement" ... "that it does not identify districts for disproportionate representation of racial and ethnic groups in each of the six specified categories."

In response to the OSEP Response Table, the following steps were taken:

The OSE-EIS amended its disproportionality business rules to identify districts for disproportionate representation of racial and ethnic groups in each of the six specified categories. The OSE-EIS re-analyzed all district disproportionate representation data from FFY 2005 and FFY 2006 using the new rules. Seven additional districts were identified as having disproportionate representation with risk ratios > 2.5.

The seven districts were notified by April 21, 2008 and subsequently on-site focused monitoring was conducted. The seven districts were found to have disproportionate representation due to inappropriate identification practices. The correct percentage for 2006 (previously reported as 2.4%) is 3.2% which represents a total of 25 districts.

The FFY 2007 analysis across racial and ethnic groups and specific disabilities with consideration of two consecutive years of data resulted in a decrease from FFY 2006. With the completion of the disproportionate representation focused monitoring activities, the percentage of FFY 2007 districts with disproportionate representation due to inappropriate identification practices is 1.7%. This represents 13 districts as compared to last year's revised report of 25 districts with disproportionate representation due to inappropriate identification.

The districts identified for focused monitoring primarily represented districts with very small minority populations. Eight of the districts found to have inappropriate identification practices were for White students identified with other health impairments. There is a pattern of over-identification in each of these districts which may account for the statistical analysis which yields a high weighted or alternate risk ratio. The focused monitoring activities provided opportunities for district staff to work cooperatively with OSE-EIS staff to identify practices contributing to the over-identification.

The continued development of an integrated OSE-EIS system of data analysis across SPP indicators, for districts data analysis in the CIMS process, and student demographic data (e.g., socioeconomic, gender) might help explain both over- and under- representation at the district level.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

The OSE-EIS requests permission to use the FFY 2006 disproportionate representation data in the State Definition (see page 99) as the revised SPP baseline for this indicator. The justification is that the analysis of two consecutive years of data will provide a more accurate portrait of each district.

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2007–2011	<i>Deletion of Activity #11:</i> Include Indicator 10 Level 4 LEAs in the proposed work with Indicator 9 LEAs.	Michigan no longer uses a level system to identify districts with disproportionate representation. Level 4 was previously considered significant disproportionality which is not part of Indicator 9 or 10.
2007-2011	<i>Revision of Activity #12:</i> Through MI3, work with the OSE-EIS Family Involvement team, the Michigan Alliance for Families, and the CAUSE to prepare resources for parent mentors and educators to share with parents of students with disabilities throughout Michigan to enhance awareness of disproportionate representation issues and increase meaningful parent involvement in the education of children with disabilities.	The term “disproportionality” was replaced with “disproportionate representation” to make a clear distinction between “disproportionate representation” and “significant disproportionality.”
2007–2011	<i>Revision of Activity #14.</i> Use a listserv to distribute information about culturally proficient systems for LEA and ISD staff.	In lieu of using a train the trainers model, a listserv was established to distribute information regarding culturally proficient systems.

Timelines	New and Revised Activities	Justification
2007-2011	<i>Deletion of Activity #15:</i> Michigan's proposed levels of risk for disproportionality and corresponding interventions will include risk ratios and specific interventions for over- and under-representation and significant disproportionality (see State Definition table on page 98).	Michigan no longer uses a level system to identify districts with disproportionate representation.
2007-2011	<i>Deletion of Activity #17:</i> Continue to review its own policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	This activity is foundational and unending. Therefore, it is unnecessary to articulate this activity as distinct from general supervision and subject to a deadline.
2007 Ongoing as needed	<i>Deletion of Activity #19:</i> Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionality self review of policies, procedures, practices and develop improvement plans. This will be ongoing annually until disproportionality is embedded within the CIMS.	Large regional meetings did not lead to meaningful discussions by district participants. The discontinued use of the self review rubric also decreased the need for the large group presentations.

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State revised the baseline and improvement activities for this indicator in its SPP and OSEP accepts those revisions. The State's FFY 2006 reported data for this indicator are 2.4%. The State reported the actual number	OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, baseline data from FFY 2005 and FFY 2006 progress data on the percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, and describe how the State made that determination	The following steps were taken that will affect the final data presented in Table 2 in FFY 2006 APR submission. A revised table for FFY 2006 appears below (see Revised Table 2 FFY 2006 on page 111): <ul style="list-style-type: none"> <li>• The OSE-EIS amended its disproportionate representation business rules</li> <li>• The OSE-EIS reanalyzed</li> </ul>

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>of districts determined in FFY 2006 and FFY 2005 to have disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. The State did not provide valid and reliable data because the State identified districts with disproportionate representation of racial or ethnic groups in specific disability categories for FFY 2005 and FFY 2006, but did not determine if disproportionate representation was the result of inappropriate identification in all of the districts with disproportionate representation. In response to OSEP feedback, the State reported that it amended its disproportionality business rules and re-analyzed all LEA disproportionate representation data from FFY 2005 and FFY 2006. The State reported that</p>	<p>for FFY 2005 and FFY 2006. The State did not provide complete FFY 2005 baseline data and FFY 2006 progress data.</p> <p>The State was also required to clarify its definition of disproportionate representation and clarify that it is not limiting its review to only those districts with disproportionate representation or significant disproportionality of African Americans in special education and those with cognitive impairments. In addition, the State was required to provide information that demonstrates that for those districts identified with significant disproportionality based on any race or ethnicity with respect to identification, placement or discipline, the State provides for the review (and if appropriate) revision of policies, procedures, and practices, requires the LEA to reserve the maximum amount of funds to be used for early intervening services, and requires the LEA to publicly report the revision of policies, procedures, and practices. The State provided the required information.</p> <p>In the FFY 2006 APR, the State reported that it determined 13 districts in FFY 2005 and 18 districts in FFY 2006 to have disproportionate representation of racial or ethnic groups in specific disability categories that was the result of inappropriate identification. The State did not provide valid and reliable data because the State identified 12 additional districts with disproportionate representation of racial or ethnic groups in specific</p>	<p>all LEA disproportionate representation data from FFY 2005 and FFY 2006 using the new rules. Initial data verification reduced the number from 12 to 7; so an additional seven districts were identified with risk ratios &gt; 2.5.</p> <ul style="list-style-type: none"> <li>• Districts were notified of their disproportionate representation status along with a document outlining required next steps to address the concern.</li> <li>• The OSE-EIS conducted an on-site monitoring visit.</li> <li>• All seven districts with disproportionate representation due to inappropriate identification are required to implement an approved corrective action plan within the year of findings. Failure to correct noncompliance within prescribed timelines will result in state action. State action includes compliance agreements, increased state supervision, and financial sanctions. District Determinations will be negatively impacted by failure to correct noncompliance in a timely fashion.</li> </ul>



Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>it identified an additional 12 districts with disproportionate representation of racial or ethnic groups in specific disability categories and would make a determination of whether the disproportionate representation was the result of inappropriate identification after these districts were notified. Therefore, OSEP could not determine whether there was progress or slippage or whether the State met its target.</p>	<p>disability categories, but did not determine if the disproportionate representation was the result of inappropriate identification. The State provided a plan to collect and report the required data beginning in FFY 2007. The State must provide, in its FFY 2007 APR, due February 1, 2009, valid and reliable baseline data from FFY 2005 and data from FFY 2006 on the percent of districts identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2007 APR, due February 1, 2009, that demonstrate that the State has in effect policies and procedures as required by 34 CFR §300.173 and that the LEAs identified in FFY 2005 and FFY 2006 as having disproportionate representation of racial or ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §§300.111, 300.201 and 300.301 through 300.311.</p>	

**Revised Table 2 FFY 2006: Michigan Racial/Ethnic Disproportionate Representation Analysis (WRR > 2.5) by Disability Category** (Numbers of Districts/Percentage of Districts)

	American Indian		Asian		Black		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
<b>Cognitive Impairment</b>	0	0.00%	0	0.00%	15	1.91%	0	0.00%	0	0.00%
<b>Emotional Impairment</b>	1	0.13%	0	0.00%	0	0.00%	0	0.00%	1	0.13%
<b>Specific Learning Disability</b>	1	0.13%	0	0.00%	0 2	<del>0.00%</del> 0.26%	0	0.00%	0	0.00%
<b>Speech and Language Impairment</b>	1	0.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Other Health Impairment</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4 6	<del>0.13%</del> 0.77%
<b>Autism</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
One district was identified in three disability categories. A total of 25 districts were identified.										

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 11 (Child Find) Report Development:**

1. See General Overview pages 1-5.
2. The Michigan Department of Education (MDE) modified the data collection fields in the statewide data collection system for FFY 2007. The Single Record Student Database (SRSD) in effect for the FFY 2007 captures the number of children found eligible and ineligible whose evaluations were completed within 30 school days of receipt of parental consent to evaluate. The 2007-2008 data further captures the number of students found eligible and ineligible whose evaluations were not completed within 30 school days of receipt of parental consent to evaluate and the reasons why the evaluations went beyond the 30 school days.
3. The 2007-2008 SRSD includes all Michigan districts.
4. The 2007-2008 SRSD data were verified multiple times.

**Monitoring Priority: General Supervision/Child Find**

(Compliance Indicator)

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).<sup>69</sup> (20 U.S.C.1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 30 school days or agreed upon extension.
- c. # determined eligible whose evaluations were completed within 30 school days or agreed upon extension.

Account for children included in (a) but not included in (b) or (c). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b+c) divided by (a)] times 100.

<sup>69</sup> The Michigan Administrative Rules for Special Education allow operating districts to secure mutually agreed upon extensions with parents for evaluation completion if it is determined the evaluation may not be completed within 30 school days, R 340.1721c(2).

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2005	80.5% <sup>a</sup>		
2006		100%	96.2%
2007		100%	<b>87.1% *</b>
<p>Percent = [(# determined not eligible whose evaluations were completed within 30 school days or agreed upon extension + # determined eligible whose evaluations were completed within 30 school days or agreed upon extension) divided by (# of children for whom parental consent to evaluate was received)] times 100</p> <p style="text-align: center;">*[(2,787 + 19,358) ÷ (25,424)] X 100</p>			

Source: SRSD

Analysis of Child Find Data for FFY 2006 –FFY 2007	2006	2007
(a) # of children for whom parental consent to evaluate was received.	15,205	25,424
(b) # determined not eligible whose evaluations were completed within 30 school days or a mutually agreed upon extension.	3,055	2,787
(c) # determined eligible whose evaluations were completed within 30 school days or a mutually agreed upon extension.	11,572	19,358
(d) # children included in (a) but not included in (b) or (c).	578	3,279

Source: SRSD

<sup>a</sup> Based on the OSEP approved cohort with data from 1/3 of the state

**The number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained for FFY 2007**

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
1	33	No Data 1-5 days 6-10 days 16-20 days >30 days	24 3 1 1 4	26 Personnel Unavailable 7 Other
2	52	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days >30 days	1 19 13 11 5 1 2	1 Child Unavailable 5 Personnel Unavailable 3 External Reports Unavailable 43 Other
3	122	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 30 36 21 7 11 6 10	6 Child Unavailable 8 Personnel Unavailable 10 External Reports Unavailable 98 Other
4	32	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 5 10 2 4 1 3 6	32 Personnel Unavailable
5	2	1-5 days 11-15 days	1 1	2 Other
6	22	No Data 1-5 days 6-10 days 11-15 days 21-25 days >30 days	13 1 3 1 1 3	5 Child Unavailable 7 Personnel Unavailable 4 External Reports Unavailable 6 Other
7	7	No Data 1-5 days 16-20 days	4 2 1	2 Child Unavailable 4 Personnel Unavailable 1 Other
8	3	No Data >30 days	2 1	2 Personnel Unavailable 1 Other
9	31	No Data 1-5 days 11-15 days 16-20 days 26-30 days >30 days	15 3 4 2 3 4	3 Child Unavailable 24 Personnel Unavailable 2 External Reports Unavailable 2 Other

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
10	9	No Data 1-5 days 6-10 days 16-20 days 21-25 days	3 2 2 1 1	1 Child Unavailable 6 Personnel Unavailable 2 Other
11	33	No Data 1-5 days 6-10 days 11-15 days 21-25 days >30 days	2 9 6 1 1 14	2 Child Unavailable 25 Personnel Unavailable 6 Other
12	55	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 10 16 11 2 6 2 7	10 Child Unavailable 28 Personnel Unavailable 3 External Reports Unavailable 14 Other
13	24	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	8 4 2 2 1 1 3 3	22 Personnel Unavailable 1 External Reports Unavailable 1 Other
14	54	No Data	54	1 Child Unavailable 8 Personnel Unavailable 4 External Reports Unavailable 41 Other
15	70	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	11 12 13 5 7 6 16	2 Child Unavailable 25 Personnel Unavailable 7 External Reports Unavailable 36 Other
16	95	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days >30 days	18 17 23 13 7 6 11	2 Child Unavailable 48 Personnel Unavailable 5 External Reports Unavailable 40 Other
17	2	No Data	2	2 Personnel Unavailable

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
18	104	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	57 22 5 4 3 2 4 7	26 Child Unavailable 2 Personnel Unavailable 5 External Reports Unavailable 71 Other
19	28	No Data 1-5 days 11-15 days 16-20 days 26-30 days >30 days	13 2 2 2 8 1	5 Child Unavailable 19 Personnel Unavailable 1 External Reports Unavailable 3 Other
20	24	No Data 1-5 days 6-10 days 11-15 days >30 days	18 2 1 2 1	3 Child Unavailable 20 Personnel Unavailable 1 Other
21	28	No Data 1-5 days 6-10 days 11-15 days 21-25 days 26-30 days >30 days	1 11 5 1 2 2 6	1 Child Unavailable 14 Personnel Unavailable 13 Other
22	13	1-5 days 6-10 days 11-15 days 16-20 days >30 days	4 5 1 2 1	1 Personnel Unavailable 12 Other
23	250	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	40 34 34 19 21 7 62 33	13 Child Unavailable 35 Personnel Unavailable 5 External Reports Unavailable 197 Other
24	37	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	7 7 6 1 1 2 1 12	2 Child Unavailable 3 Personnel Unavailable 4 External Reports Unavailable 28 Other
25	1	26-30 days	1	1 Other

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
26	22	No Data 1-5 days 6-10 days 16-20 days 21-25 days >30 days	4 1 7 3 3 4	1 Child Unavailable 3 Personnel Unavailable 2 External Reports Unavailable 16 Other
27	3	No Data	3	2 Personnel Unavailable 1 External Reports Unavailable
28	322	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	63 66 41 37 24 16 29 46	18 Child Unavailable 92 Personnel Unavailable 4 External Reports Unavailable 208 Other
29	57	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days >30 days	7 15 11 9 11 2 2	1 Child Unavailable 39 Personnel Unavailable 2 External Reports Unavailable 15 Other
30	61	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 14 15 3 11 7 1 9	1 Child Unavailable 59 Personnel Unavailable 1 Other
31	36	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days	2 17 8 5 1 3	20 Child Unavailable 9 Personnel Unavailable 1 External Reports Unavailable 6 Other
32	103	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	33 33 22 7 4 1 1 2	32 Child Unavailable 22 Personnel Unavailable 16 External Reports Unavailable 33 Other
33	1	1-5 days	1	1 Other
34	38	No Data 1-5 days 6-10 days 16-20 days 21-25 days >30 days	25 5 2 2 1 3	1 Child Unavailable 10 Personnel Unavailable 2 External Reports Unavailable 25 Other



ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
35	4	No Data 26-30 days >30 days	2 1 1	4 Other
36	25	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 11 4 2 3 2 1 1	1 Child Unavailable 24 Other
37	5	No Data	5	3 Personnel Unavailable 2 External Reports Unavailable
38	42	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	10 3 3 4 3 3 16	8 Child Unavailable 9 Personnel Unavailable 25 Other
39	6	No Data 26-30 days >30 days	3 1 2	3 Personnel Unavailable 3 External Reports Unavailable
40	22	No Data 1-5 days 11-15 days 21-25 days 26-30 days >30 days	1 5 2 2 8 4	1 Child Unavailable 3 Personnel Unavailable 3 External Reports Unavailable 15 Other
41	167	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	1 56 29 20 14 11 7 29	25 Child Unavailable 8 Personnel Unavailable 5 External Reports Unavailable 129 Other
42	31	No Data 1-5 days 6-10 days 11-15 days 16-20 days 26-30 days >30 days	2 7 6 9 2 1 4	1 Child Unavailable 1 Personnel Unavailable 1 External Reports Unavailable 28 Other
43	118	No Data 1-5 days 6-10 days 11-15 days 21-25 days 26-30 days >30 days	51 24 23 10 4 1 5	9 Child Unavailable 40 Personnel Unavailable 15 External Reports Unavailable 54 Other

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
44	12	No Data	12	1 Child Unavailable 3 Personnel Unavailable 8 Other
45	78	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	21 12 9 2 8 1 6 19	2 Child Unavailable 35 Personnel Unavailable 8 External Reports Unavailable 33 Other
46	34	No Data 1-5 days 6-10 days 11-15 days 16-20 days >30 days	3 8 7 7 3 6	1 Child Unavailable 4 Personnel Unavailable 29 Other
47	149	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	27 28 15 15 8 6 9 41	6 Child Unavailable 44 Personnel Unavailable 7 External Reports Unavailable 92 Other
48	154	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	2 38 27 21 15 13 11 27	10 Child Unavailable 76 Personnel Unavailable 4 External Reports Unavailable 64 Other
49	52	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	3 20 7 9 4 6 1 2	8 Child Unavailable 39 Personnel Unavailable 3 External Reports Unavailable 2 Other
50	18	1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	3 2 5 2 1 1 4	1 Child Unavailable 1 Personnel Unavailable 5 External Reports Unavailable 11 Other

ISD	Number of children not evaluated within 30 school days and for whom a mutually agreed upon extension was not obtained	Range of school days beyond 30	Children #	Reasons identified for the delay
51	48	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	7 11 9 2 6 2 8 3	4 Child Unavailable 8 Personnel Unavailable 14 External Reports Unavailable 22 Other
52	67	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	7 22 9 7 1 3 1 17	6 Child Unavailable 32 Personnel Unavailable 5 External Reports Unavailable 24 Other
53	90	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	16 19 15 11 12 3 4 10	4 Child Unavailable 20 Personnel Unavailable 10 External Reports Unavailable 56 Other
54	376	No Data 1-5 days 6-10 days 11-15 days 16-20 days 21-25 days 26-30 days >30 days	44 69 59 44 44 17 20 79	141 Child Unavailable 78 Personnel Unavailable 42 External Reports Unavailable 115 Other
55	7	1-5 days 6-10 days 16-20 days 21-25 days	1 2 2 2	7 Personnel Unavailable
Two intermediate school districts had all initial IEPs completed on time.				

Source: SRSD

**Discussion of Improvement Activities Completed**

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2008	1. Share information about issues related to this indicator and other indicators with the field.	Information regarding Indicator 11 and other indicators was shared with the field as part of the Continuous Improvement and Monitoring System

Timelines	Activities	Status
		(CIMS) training through monthly updates, special education administrators' conference calls and association meetings and annual training.
<b>IMPROVE DATA COLLECTION</b>		
2007-2011	2. Revise all necessary data fields to gather required information for future APRs.	The SRSD was expanded to include data collection required for Indicator 11.
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	3. Continue to collaborate with workgroup to review and update, as necessary, Michigan's Child Find process.	Child Find coordinators met in fall 2007 and spring 2008 to understand requirements for Child Find and identify areas for outreach.
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2006-2011	4. Establish and maintain a work group to completely revise Michigan's Child Find process. Include, at minimum, stakeholders from special education, general education, early childhood education, safe schools, community service providers, agency service providers, the health field, institutions of higher education (including community colleges), and the community at large.	Child Find coordinators met in fall 2007 and spring 2008 to understand requirements for Child Find and identify areas for outreach. In addition, an expanded work group met to establish timelines and responsibilities for APR data collection.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2006-2011	5. Disseminate information on the modifications to the data collection system and the data collection requirements to the field in the form of data collection manuals and technical assistance models.	<p>The Office of Special Education and Early Intervention Services (OSE-EIS) notified districts regarding the new requirements on the Child Find data fields.</p> <p>The OSE-EIS sent an explanatory memo to districts regarding the Indicator 11 SRSD fields.</p> <p>The OSE-EIS also discussed the data</p>

Timelines	Activities	Status
		reporting on a call with all ISD directors. Revised SRSD manuals were sent to districts.
2007-2008	6. Provide technical assistance to Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) on issues related to data collection for this and other indicators.	The Center for Educational Performance Information (CEPI) provided web-based and phone-based support to all districts.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 100% target for this indicator. There was a 9% slippage between FFY 2006 (96.2%) and FFY 2007 (87.1%). For FFY 2007, Michigan fully implemented improved data collection for this indicator through the SRSD. Districts were provided with ongoing support and technical assistance to ensure improved accuracy in identifying initial evaluations and improved accuracy in documenting reasons for evaluations not completed within the 30 school day timeline. The inclusion of Indicator 11 as a factor in district Determinations provided a heightened sense of awareness and urgency for reporting complete and accurate data regarding Child Find. Districts were provided several opportunities to verify Indicator 11 data throughout the FFY 2007.

The development of Michigan's APR for Indicator 11 has uncovered some language inconsistencies in the state's data reporting process. Michigan will continue to refine the language by removing extraneous and confusing language and replacing it with specific language from the federal regulations and state special education rules. The language changes will improve the accuracy of the Indicator 11 data. Based on current APR data, for example, 388 students were coded as "Child not available to evaluate. The district made an attempt to evaluate the child, but his/her parent(s) or guardian(s) did not make the child available for evaluation or the child was absent, during the timeline." Because Michigan cannot currently differentiate those children who were absent from those whose parents did not make them available, all of these initial IEPs had to count as being late. Michigan anticipates that the changes will also reflect an increase in the percentage of on-time initial evaluations.

There is a substantial increase in the number of reported initial evaluations, a direct result of the improved data collection system for Child Find and the ongoing technical assistance provided through the CEPI and the OSE-EIS monitoring staff. The increased number of initial evaluations completed within the 30 school day timeline reflects on improved and more accurate data collection. The current percentage, while a slippage from the FFY 2006 percentage, appears to be a more realistic percentage.

The verified Indicator 11 district data, at the time of this submission, are reflected in the table that starts on page 114. These data will be cross-referenced with districts identified through monitoring and Determinations and in a coordinated effort to formally notify districts of the need for corrective action.

In September of 2008, the OSE-EIS sent notice of noncompliance to districts that did not achieve 100% compliance for FFY 2006 as reported in the SRSD data and to districts reporting noncompliance in the SPSR. The notice specified that:

1. Noncompliance reported in the SPSR must be corrected by January 31, 2009; and,
2. Noncompliance identified through SRSD data must be corrected by the spring 2009 SRSD data submission. This will ensure correction of noncompliance as soon as possible, but in no case later than one year from notification.

Failure to correct noncompliance within prescribed timelines will result in state action. State action includes compliance agreements, increased state supervision, and financial sanctions. District Determinations will be negatively impacted by failure to correct noncompliance in a timely fashion.

Effective FFY 2008 the OSE-EIS will integrate notification of findings and correction of noncompliance into the redesign of the state's web-based Continuous Improvement and Monitoring System redesign (CIMS-2). As part of the CIMS-2 there will be a module that will, in a timely and predictable way, provide notice to districts regarding findings of noncompliance.

#### **Correction of Noncompliance for FFY 2005 (See Indicator #15)**

The table below provides the current status for the one instance of noncompliance identified during FFY 2005 which remained uncorrected at the time of Michigan's April 14, 2008 APR Update. This instance of noncompliance has been corrected.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
16	11	14	Noncompliant Child Find process.	Discovered through SPSR.  Status: Corrected and closed Date: 5-15-08 Verified by: ISD monitor

**Revisions, with Justification, to Proposed Targets / Improvement Activities  
Timelines / Resources for FFY 2007**

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2008-2010	<p><i>New:</i> Provide training, technical assistance, and support through the redesigned monitoring system (CIMS-2), the complaint system, and the district Determinations process to all districts regarding federal regulation and state rule requirements in the identification of initial evaluations and the use of timeline extensions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b></p> <p>OSE-EIS staff, Program Accountability Coordinators for Monitoring, Compliance and Policy; state monitors</p> </div>	Michigan is not at 100% compliance for this indicator.
2008-2011	<p><i>New:</i> Develop and implement a more integrated set of general supervision activities across</p> <ul style="list-style-type: none"> <li>• The General Supervision indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's redesigned monitoring system (CIMS-2)</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Resources</b></p> <p>OSE-EIS staff, MI3 staff, ISD staff, state monitors</p> </div>	Michigan is not at 100% compliance for this indicator.

**Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

<b>Indicator Status</b>	<b>OSEP Analysis and Next Steps</b>	<b>Michigan response</b>
<p>The State's FFY 2006 reported data for this indicator are 96.1%. These data represent progress from the FFY 2005 data of 80.5%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p>	<p>The State reported that noncompliance identified in FFY 2005 with the timely evaluation requirements in 34 CFR §300.301(c)(1) was partially corrected. The State must demonstrate, in the FFY</p>	<p>See Correction of Noncompliance table above.</p>

Indicator Status	OSEP Analysis and Next Steps	Michigan response
<p>The State reported under Indicator 15 that 36 of 38 findings of noncompliance identified in FFY 2005 related to this indicator were corrected in a timely manner and one finding was subsequently corrected. For the remaining one uncorrected finding of noncompliance, the State reported that it increased monitoring in the district through April 2008 and required the district to submit a report by June 15, 2008.</p>	<p>2007 APR, due February 1, 2009, that the uncorrected noncompliance was corrected.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2007 APR, due February 1, 2009, the State's data demonstrating that it is in compliance with the requirements in 34 CFR §300.301(c)(1), including reporting correction of the noncompliance identified in the FFY 2006 APR.</p>	



**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 12 (Early Childhood Transition) Report Development:**

1. See General Overview pages 1-5.
2. The FFY 2007 data collection was statewide for the second year. The first year (FFY 2005) of data collection was based on a sample of Intermediate School Districts (ISDs) per an Office of Special Education Programs (OSEP) approved cohort sampling plan.
3. Prior to FFY 2007, data on the range of days when Individualized Education Programs (IEPs) were developed and implemented after the third birthday was captured via an electronic survey. The state's student data collection system was modified to collect these data for FFY 2007.

**Monitoring Priority: General Supervision/Early Childhood Transition**

(Compliance Indicator)

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in (a) but not included in (b), (c) or (d). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2005	92.1%		
2006		100%	91.5%
2007		100%	<b>93.9% *</b>
<p>Percent = [(# of those found eligible who have an IEP developed and implemented by their third birthdays) divided by (# of children who have been served in Part C and referred to Part B for eligibility determination) – (# of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays) – (# of children for whom parent refusal to provide consent caused delays in evaluation or initial services)] times 100.</p> <p style="text-align: center;">*[3,124 ÷ (3,453 – 55 – 71)] X 100</p>			

Sources: Michigan Compliance Information System (MI-CIS), district survey

#### Analysis of Early Childhood Transition Data for FFY 2006 – FFY 2007

	FFY 2006	FFY 2007
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	3,487	3,453
b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	624	55
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	2,610	3,124
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	9	71

The following table represents data for each ISD, including number of IEPs completed beyond the third birthday, range of days beyond the third birthday, and reasons identified for delay in determining eligibility. Thirty-seven ISDs had at least one IEP completed beyond the child's third birthday for a total of 182 children with late IEPs. No discernable pattern emerged in range of days beyond the third birthday as districts ranged from 1-315 days beyond the third birthday for IEP development. Two primary reasons emerged for reasons identified for delay in determining eligibility: unable to arrange mutually agreeable time/date and personnel unavailable.

**Districts that had IEPs completed beyond the third birthday during FFY 2007:**

<b>ISD<sup>70</sup></b>	<b>Number of IEPs completed beyond the third birthday</b>	<b>Range of days beyond the third birthday identified</b>	<b>Reasons identified for delay in determining eligibility</b>
1	2 eligible	6-45	Personnel unavailable
2	5 eligible	21-45	Unable to arrange mutually agreeable/IEP times (4) Personnel unavailable (1)
3	1 eligible	19	Personnel unavailable
4	2 eligible	4-21	Student referred late by Part C
5	3 eligible	44- 105	Personnel unavailable (2) Unable to arrange mutually agreeable/IEP times (1)
6	1 eligible	21	Other
7	5 eligible	10-120	Unable to arrange mutually agreeable/IEP times
8	4 eligible	3-60	Unable to arrange mutually agreeable/IEP times (3) Personnel unavailable (1)
9	2 eligible	60-105	Personnel unavailable (1) Unable to arrange mutually agreeable/IEP times (1)
10	5 eligible	5-105	Personnel unavailable
11	9 eligible	2-118	Unable to arrange mutually agreeable/IEP times (8) Personnel unavailable (1)
12	3 eligible	2-45	Personnel unavailable
13	4 eligible	90-270	Unable to arrange mutually agreeable/IEP times
14	1 eligible	45	Unknown
15	5 eligible	7-119	Unable to arrange mutually agreeable/IEP times

<sup>70</sup> The FFY 2007 data collection included all 57 ISDs in the state and all LEA program providers.

ISD <sup>70</sup>	Number of IEPs completed beyond the third birthday	Range of days beyond the third birthday identified	Reasons identified for delay in determining eligibility
16	20 eligible	7-115	Unable to arrange mutually agreeable/IEP times
17	5 eligible	16-265	Other (4) Unable to arrange mutually agreeable/IEP times (1)
18	8 eligible	3-135	Personnel unavailable (5) Child died (1) Extenuating family circumstance (1) Unable to arrange mutually agreeable/IEP times (1)
19	1 eligible	63	Required external evaluation/report delayed
20	13 eligible	1-66	Unable to arrange mutually agreeable/IEP times (12) Personnel unavailable (1)
21	1 eligible	122	Other
22	2 eligible	208	Unable to arrange mutually agreeable/IEP times
23	1 eligible	71	Unable to arrange mutually agreeable/IEP times
24	1 eligible	119	Unknown
25	2 eligible	15-42	Unable to arrange mutually agreeable/IEP times
26	3 eligible	7-50	Other (2) Unable to arrange mutually agreeable/IEP times (1)
27	2 eligible 2 not eligible	7-98	Other (3) Extenuating family circumstance (1)
28	9 eligible	14-123	Personnel unavailable (7) Unable to arrange mutually agreeable/IEP times (2)
29	6 eligible 1 not eligible	36-270	Other (4) Extenuating family circumstance (1) Unable to arrange mutually agreeable/IEP times (1) Unknown (1)
30	1 eligible	42	Unknown
31	5 eligible 1 not eligible	55-315	Unable to arrange mutually agreeable/IEP times (3) Other (2) Unknown (1)

ISD <sup>70</sup>	Number of IEPs completed beyond the third birthday	Range of days beyond the third birthday identified	Reasons identified for delay in determining eligibility
32	1 eligible	1	Unable to arrange mutually agreeable/IEP times
33	1 eligible	88	Child's health problems limited access
34	3 eligible	20-98	Unable to arrange mutually agreeable/IEP times (2) Unknown (1)
35	1 eligible	17	Required external evaluation/report delayed
36	13 eligible	1-95	Personnel unavailable (6) Unable to arrange mutually agreeable/IEP times (5) Child's health problems limited access (1) Other (1)
37	1 eligible	75	Personnel unavailable

Source: MI-CIS

An additional 30 children were reported as having moved out of the district.

### Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2009	1. The Michigan Department of Education (MDE) will work with <i>Early On</i> <sup>®</sup> Training and Technical Assistance (EOT&TA) as well as with local educational agencies (LEAs) to define, support, and monitor transition activities from Part C to Part B.	EOT&TA developed and delivered technical assistance activities for Part C field staff regarding transition from Part C to Part B. This technical assistance was incorporated into scheduled conferences, individual workshops and a transition handbook.
<b>IMPROVE DATA COLLECTION</b>		
2007-2008	2. <ul style="list-style-type: none"> <li>Collect data in the new data fields during the December 2007 collection process and test for accuracy. Make changes to</li> </ul>	The State's compliance information system MI-CIS was modified to collect information needed for Indicator 12. Data collection and reporting procedures were completed jointly between the Office of Early Childhood

Timelines	Activities	Status
	increase accuracy. <ul style="list-style-type: none"> <li>Collect and verify self review data.</li> <li>Collaborate with the ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ul>	Education and Family Services (ECE&FS) and the OSE-EIS to improve transition from Part C to Part B services.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2007-2011	3. Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	Using FFY 2006 data, the process of identifying districts out of compliance began during the reporting year. The actions taken to address instances of noncompliance are described below. This indicator was included in the 2008 Part B district Determinations.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 100% target for this indicator. Less than 100% (93.9%) of the children referred by Part C prior to age 3 and found eligible for Part B had an IEP developed and implemented by their third birthday. During data verification procedures, the MDE learned that some districts did not have a clear understanding of transition requirements from Part C to Part B. This is primarily due to the fact that Michigan is a birth mandate state (special education services are mandated from birth through age 25). The transition process from Part C to Part B for the majority of children and their families is seamless.

The OSE-EIS requires that all instances of noncompliance be corrected, including the noncompliance identified through the FFY 2006 Indicator 12 data collection. The OSE-EIS took the following actions:

1. In September 2008, the OSE-EIS sent notification letters to the five districts that did not achieve 100% compliance during FFY 2006.
2. In October 2008, the OSE-EIS examined data submitted by these districts and determined that IEPs had been created on all children with late IEPs in FFY 2007. While these districts did receive findings for late IEP development, the children did have IEPs in place.

Through record review and field consultation, it was determined that a major obstacle toward compliance was lack of timely notification to Part B from Part C of eligible children. The MDE appreciates the proposed regulations that do not include children who were referred less than 90 days before their third birthday in the formula.

Through data verification and field consultation, it was determined that findings occurred, in large part, due to lack of understanding of requirements for Indicator 12 among service providers. During FFY 2008, increased technical assistance and professional development activities will be developed to align indicator knowledge across districts. Districts receiving findings will be required to complete training specific to Indicator 12. Training will also be available as an option for those districts in compliance to ensure continuation of compliance status on Indicator 12.

Effective FFY 2008 the OSE-EIS will integrate notification of findings and verification of correction of noncompliance into the redesign of the State's Continuous Improvement and Monitoring System (CIMS-2). As part of the CIMS-2 there will be a module that will, in a timely and predictable way, send notifications to districts regarding findings of noncompliance. Failure to correct noncompliance within prescribed timelines will result in state action. State action includes compliance agreements, increased state supervision, and financial sanctions. District Determinations will be negatively impacted by failure to correct noncompliance in a timely fashion.

**Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

None required at this time.

**Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions. The State's FFY 2006 reported data for this indicator are 91.5%. These data represent slippage from the FFY 2005 data of 92.1%. The State did not meet its FFY 2006 target of 100%. The State reported under Indicator 15</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays. The State provided the required information. The State reported that noncompliance identified in FFY 2005 with the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner. The State must review its improvement activities and</p>	<p>Please see description above regarding correction of non-compliance for FFY 2006.</p> <p>The State reviewed the improvement activities for Indicator 12 and determined that no revisions are necessary at this time.</p>

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
that the one finding of noncompliance identified in FFY 2005 related to this indicator was corrected in a timely manner.	revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.	



**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 13 (Secondary Transition) Report Development:**

1. See General Overview pages 1-5.
2. Data used to calculate compliance to the secondary transition requirements of the Individuals with Disabilities Education Act (IDEA) of 2004 come from a data collection process which used a cohort method to divide the state's local school districts into thirds. These cohorts are then monitored every three years for this indicator. The exception is one school district with a total student population greater than 50,000 that is monitored every year.
3. The Office of Special Education and Early Intervention Services (OSE-EIS) revised the checklist used to collect data on this indicator to differentiate among compliance elements necessary to meet federal monitoring standards, those required by this indicator and the quality of the alignment (coordination) of the components necessary to reasonably assure successful post-school outcomes for students. The OSE-EIS sought and received approval from the Office of Special Education Programs (OSEP) to use the new checklist in April 2008 (see Appendix E for a sample of the checklist).
4. In conjunction with the revision of the SPP Indicator 13 Compliance Checklist for Secondary Transition, the OSE-EIS also revised the data collection protocol. This revision allows Individualized Education Program (IEP) teams to identify and correct compliance issues prior to the end of the data collection window.
5. The OSE-EIS has embedded components of this indicator into the Continuous Improvement and Monitoring System (CIMS). This has yielded two primary benefits:
  - created statewide consistency in compliance expectations and
  - defined measures of both compliance and quality.
6. Michigan Transition Outcomes Project (MI-TOP) is part of Michigan's Integrated Improvement Initiatives (MI3), a comprehensive and integrated model of system improvement designed to integrate the OSE-EIS improvement initiatives to provide alignment, networking and collaboration, capacity building and sustainability, interventions and implementation to ensure improved educational results "for students in all of their diversity."<sup>71</sup>

**Monitoring Priority: General Supervision/Secondary Transition**

(Compliance Indicator)

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.  
(20 U.S.C. 1416(a)(3)(B))

<sup>71</sup> In October 2005, the State Board of Education approved the *Vision and Principles of Universal Education* as a framework and foundation for policy development by the State Board, the Department of Education, and local and intermediate school districts. The principles of Universal Education reflect the beliefs that each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood.

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2005	35.2%		
2006		100%	39.5% <sup>72</sup>
2007		100%	87.5% *
Percent = (# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.  *[1,986 ÷ 2,271] X 100			

Source: Checklist data from Public Sector Consultants

FFY 2007 data are a representative sample drawn from cohort 1. This cohort is in its second cycle of review.

Data collection for FFY 2007 included 212 districts with eligible students in cohort 1 (totaling 2,271 students). The 497 students from the cohort 1 sample who moved, were no longer in the district, exited special education, or were deceased were not included in the FFY 2007 IEP review. After accounting for these students, the final sample for FFY 2007 IEP review contained 2,271 IEPs (2,768 – 497 = 2,271).

<sup>72</sup> The FFY 2006 actual percentage was previously rounded and reported as 40%; for FFY 2007 OSE-EIS decided to consistently report the actual percentage for every indicator rounded to the nearest tenth of a percent.

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2008	1. Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) Indicator 13 to realize postsecondary outcomes as measured by SPP 14.	Working with a stakeholder group, the OSE-EIS explored and developed an online, knowledge-level training package to assure common understanding of the compliance requirements of Indicator 13. Implementation is anticipated for fall 2008.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	2. Analyze data and identify districts determined to be out of compliance on this indicator.	The OSE-EIS notified those districts that demonstrated noncompliance on this indicator.
2007-2011	3. Draw a statewide sample of eligible students. Collect, analyze and disseminate Indicator 13 data. Submit improvement plans required through the transition resources and transition coordinator grant process. Meet periodically with transition coordinators and related stakeholders to facilitate review of data collection results. Analyze data and identify districts determined to be out of compliance on this indicator. Target districts for technical assistance or corrective action as appropriate.	<p>The OSE-EIS coordinated data collection, analysis and dissemination to the field for improvement planning purposes and monitoring and corrective action purposes.</p> <p>All 57 ISDs in the state submitted and received approval for an annual improvement plan based on Indicator 13 data.</p> <p>The MI-TOP convened three meetings which the State transition coordinators were required to attend as part of the MI-TOP grant.</p> <p>The OSE-EIS analyzed the indicator data and supplied information regarding noncompliance to the field for improvement planning, monitoring and corrective action.</p>
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	4. Beginning with FFY 2007, the Michigan Department of Education (MDE) OSE-EIS will coordinate with its data partners and the Center for	The OSE-EIS worked, in conjunction with its data partner and the CEPI, to explore methods to coordinate the gathering, analysis and display of cross indicator data. The purpose of

Timelines	Activities	Status
	Educational Performance and Information (CEPI) to conduct a data pull linking Indicators 1, 2, 13, 14.	<p>this data analysis is to link transition IEP data with assessment and post-secondary outcome data for individual students, along with aggregated analysis of districts.</p> <p>The MDE initiated the linking of student-level transition data to student-level data on graduation, dropout, assessment, exit status and post-school outcomes data from other data sources to provide context for examining the potential impact of quality transition IEPs.</p>
2007-2011	<p>5. Develop and implement a more integrated set of general supervision activities across</p> <ul style="list-style-type: none"> <li>• The General Supervision indicators</li> <li>• MI3</li> <li>• Michigan's emerging work with the National Center for Special Education Accountability Monitoring (NCSEAM) General Supervision Framework</li> </ul>	<p>During FFY 2006, the OSE-EIS began an intentional effort to link or align data analysis and activities across the indicators for graduation, dropout, transition and postsecondary outcomes. Significant FFY 2007 activity has included:</p> <ul style="list-style-type: none"> <li>• Participation by MI-TOP staff in OSE-EIS training on the NCSEAM General Supervision Framework.</li> <li>• Participation by MI-TOP staff in all MI3 planning/training sessions.</li> <li>• Participation by MI-TOP staff in the National Secondary Transition Technical Assistance Center (NSTTAC) mid-year planning institute in October 2007 and state planning institute in May 2008.</li> <li>• The integration of quality and compliant transition practice into the Reaching and Teaching Struggling Learners initiative.</li> <li>• Participation by monitors in MI-TOP workshops.</li> </ul>
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2007-2008	6. Improve the data collection, analysis, dissemination and improvement planning process. Beginning with the 2007-2008 school year (FFY 2007) Michigan will use the	The OSE-EIS sought and received approval from the OSEP to modify the data collection tool and protocol for collecting data on Indicator 13. The new protocol was implemented in May 2008.

Timelines	Activities	Status
	September student count conducted by the Center for Education Performance and Information (CEPI) to draw its Indicator 13 sample. This will allow the OSE-EIS to disseminate the list of IEPs to be reviewed to Intermediate School District (ISD) personnel by the end of February 2008 as opposed to late spring as has been the case in previous years. This will allow ISD and LEA level transition personnel to implement improvement strategies during the school year in which they receive the indicator results.	The OSE-EIS supported the implementation of its data collection, reporting and analysis protocol with dedicated professional development opportunities including a statewide workshop for transition coordinators and monitors. Technical assistance webinars and direct technical assistance were provided to the field.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2006-2011	7. Target districts for technical assistance or corrective action as appropriate.	The OSE-EIS has taken advantage of the CIMS redesign of the general supervision monitoring process (CIMS-2), and is in the process of embedding the compliance components of this indicator into the redesign. This will yield statewide consistency in compliance expectations and defined measures of compliance.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 100% target for this indicator. Michigan showed a significant improvement in performance in this indicator for FFY 2007, showing a 47.9% gain from 39.5% to 87.5%. Several factors have contributed to this improvement, including:

#### An overall improvement on transition IEP compliance

The OSE-EIS intentionally designed the transition data collection process to capture trend data. When possible, IEPs reviewed in FFY 2005 were given preference for inclusion in the FFY 2007 data collection. Of the 2,271 total IEPs reviewed in FFY 2007, 228 IEPs had also been reviewed in FFY 2005 (baseline year, 35.2% compliance). Of these IEPs, 193 were compliant yielding a 84.6% compliance rate [ $193 \div 228 = 84.6\%$ ].

A modified checklist

Following participation in the NSTTAC mid-year planning institute in October 2007 and the OSEP's verification visit to the OSE-EIS in November 2007, the compliance checklist for this indicator was reevaluated. The resulting checklist created a distinction between compliance and quality measures for this indicator. The OSE-EIS sought approval for the use of this checklist in January 2008 and received approval from the OSEP in April 2008. Subsequent analysis of the checklist and the requirements of this indicator led the OSE-EIS to modify the way the collected data are reported.

Compliance with the Indicator 13 requirements was measured on the first five items of Michigan's checklist:

1. The student's postsecondary vision (postsecondary goals) is identified.
2. The IEP identifies current student:
  - a. Needs
  - b. Academic Achievement
  - c. Functional Performance
3. The IEP identifies transition services (including courses of study) aligned with the postsecondary vision (postsecondary goals).
4. The IEP identifies at least one annual IEP goal aligned with the postsecondary vision (postsecondary goals).
5. The identified annual IEP goal is measurable.

A new data collection protocol

A revised data collection protocol was implemented in FFY 2007 with the intent that compliance issues with this indicator could be identified and corrected as soon as possible. For the FFY 2007 data collection, the OSE-EIS used the December 1, 2007 student count data to establish the random sample. The list of IEPs to be reviewed was disseminated to districts in March 2008, almost three months earlier than in previous years. This additional time allowed for the identification, correction, and verification of IEPs prior to the data collection window closing on October 1, 2008. This process included two opportunities for data submission: (1) an initial submission that will be used to evaluate the effectiveness of strategic interventions as well as for overall system improvement and (2) a final submission before October 1. This new protocol allowed for the reconvening of IEP Team meetings if all items on the Compliance Checklist for Secondary Transition had not been addressed. These IEPs were verified and reported prior to October 1, 2008.

Using this protocol, 69.3% of the IEPs reviewed addressed all checklist items.  $[1,574 \div 2,271 \text{ total IEPs reviewed} = 69.3\%]$ . During the data collection window, 412 IEPs were reconvened before the October 1 deadline. Michigan's FFY 2007 compliance is 87.5%  $[(1,574 + 412) \div 2,271 = 87.5\%]$ .

As of January 19, 2009, Michigan had 26 IEPs that still required correction out of the 2,271 IEPs reviewed for FFY 2007, bringing Michigan's current compliance to 98.9% ( $2245 \div 2271$ ). Findings of noncompliance will be issued for the affected districts as part of CIMS-2.

The two tables below reflect correction of findings of noncompliance which were identified as part of the OSE-EIS monitoring.

The OSE-EIS requires all findings of noncompliance be corrected, including noncompliance identified through the FFY 2006 Indicator 13 data collection. In January of 2008, the OSE-EIS sent letters to ISD personnel, making them aware of specific district noncompliance and required that an improvement plan be developed to correct this noncompliance. The OSE-EIS learned after this communication that this action did not meet the OSEP standard for district notification of noncompliance. The OSE-EIS then took the following actions:

1. In September 2008, the OSE-EIS sent notice to the districts which did not achieve 100% compliance during FFY 2006. The letter specified that correction of noncompliance must occur by December 1, 2008.
2. Correction was verified between September 2008 and December 1, 2008 through a review of the most current IEP to confirm that the IEP met the transition requirements as measured by Michigan's Indicator 13 checklist. If needed, the district convened a new IEP team meeting, made necessary corrections and submitted an Indicator 13 checklist demonstrating 100% compliance.

Effective FFY 2008, the OSE-EIS will integrate notification of findings and verification of correction of noncompliance into the CIMS-2. As part of the CIMS-2 there will be a module that will, in a timely and predictable way, provide notice to districts regarding findings of noncompliance. Failure to correct noncompliance within prescribed timelines will result in state action. State action includes compliance agreements, increased state supervision, and financial sanctions. District Determinations will be negatively impacted by failure to correct noncompliance in a timely fashion.

#### **Correction of FFY 2006 Noncompliance (See Indicator 15)**

The table below provides the current status for the one instance of uncorrected noncompliance identified during FFY 2006. This instance of noncompliance has been corrected.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
8	13	4	IEPs did not contain transition	Identified through focused monitoring on-site visit.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			requirements.	<p>Notified on 4-5-07.</p> <p>Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.</p> <p>Status: Corrected and closed Date: 6-17-08 Verified by: State monitor</p>

### Correction of FFY 2005 Noncompliance (See Indicator 15)

The table below provides the current status for the three instances of noncompliance which remained uncorrected at the time of Michigan's April 14, 2008 APR update. These instances of noncompliance have all been corrected.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1	13	1	The district did not develop transition plans for students in compliance with the Individuals with Disabilities Education Act 2004 (IDEA).	<p>Discovered through focused monitoring.</p> <p>Status: Corrected and closed Date: 5-26-08 Verified by: State monitor</p>
3	13	3	<p>1. Transition data not included in Present Level of Academic Achievement and Functional Performance (PLAAFP) statement.</p> <p>2. Transition activities are not monitored.</p>	<p>Discovered through Service Provider Self Review (SPSR).</p> <p>Status: Corrected and closed Date: 6-15-08 Verified by: ISD monitor</p>
5	13	5	Transition data not included in PLAAFP statement.	<p>Discovered through SPSR.</p> <p>Status: Corrected and closed Date: 5-15-08 Verified by: ISD monitor</p>



**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Districts which fail to correct instances of noncompliance within one year will be required to revise their corrective action plans to achieve compliance. The districts will receive increased OSE-EIS on-site technical assistance including close supervision of the implementation of the revised corrective action plan.</p> <div data-bbox="410 688 930 810"> <p><b>Resources</b> OSE-EIS staff, ISD staff</p> </div>	One or more districts continued to have noncompliance one year after notification of noncompliance.
2008-2011	<p><i>New:</i> Consultative Capacity Building – Develop and implement technical assistance/personnel development targeted at improving the provision of transition services for students with disabilities.</p> <div data-bbox="394 1077 914 1314"> <p><b>Resources</b> MI-TOP staff, Michigan Virtual University/LearnPort, MI3, OSE-EIS staff, Data Partners, Transition Core Team, Technical Assistance for Transition Grant</p> </div>	There is a need to build the capacity of transition coordinators and relevant staff to train, coach, and support implementation of evidence-based practices.
2008-2011	<p><i>New:</i> Work with interagency partners to establish statewide consistency in access to and delivery of interagency services.</p> <div data-bbox="410 1497 930 1766"> <p><b>Resources</b> MI-TOP staff, OSE-EIS staff, Michigan Rehabilitation Services staff, Michigan Department of Community Health staff, Transition Core Team, Technical Assistance for Transition Grant</p> </div>	<p>There is a need to enhance partnerships with interagency service providers.</p> <ul style="list-style-type: none"> <li>• Work with Michigan Rehabilitation Services (MRS) to update the MRS Transition Question and Answer document MRS counselors' use.</li> <li>• Coordinate sharing of outcome data with MRS.</li> </ul>
2008-2011	<p><i>Revision of Activity #3:</i> Data-informed Systems Improvement Planning – Use indicator data to</p>	There was a need to simplify the language of this activity to more accurately reflect the

Timelines	New and Revised Activities	Justification
	identify technical assistance and personnel development needs for the purpose of improving systems performance and student outcomes.	strategic direction of the MI-TOP.

Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 40%. These data represent progress from the FFY 2005 data of 35%. The State did not meet its FFY 2006 target of 100%.</p> <p>The State reported under Indicator 15 that 12 of 20 findings of noncompliance identified in FFY 2005 related to this indicator were corrected in a timely manner and 5 findings were subsequently corrected. For the one uncorrected finding of noncompliance identified in FFY 2005 through focused monitoring, the State reported that it increased monitoring and provided technical assistance for three months. For the remaining two uncorrected findings of noncompliance identified in FFY 2005 through the SPSR process, the State has increased monitoring until April 2008 in the two districts and required each district to submit a final report to the State by June 15 of 2008.</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the state to include in the FFY 2006 APR, due February 1, 2008, data on youth aged 14 and above, if the state's (2005-2006) baseline data included youth age 14 and above, instead of 16 and above. The state clarified that it is reporting data on youth ages 16 through 21.</p> <p>The state reported that noncompliance identified in FFY 2005 with the secondary transition requirements in 34 CFR §300.320(b) was partially corrected. The state must demonstrate, in the FFY 2007 APR, due February 1, 2009, that the uncorrected noncompliance was corrected. The state must review its improvement activities and revise them, if appropriate, to ensure they will enable the state to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the state is in compliance with the requirements in 34 CFR §300.320(b), including reporting on the correction of noncompliance identified in FFY 2006.</p>	<p>See Correction of Non-compliance Tables on pages 140-141.</p>

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 14 (Postsecondary Outcomes) Report Development:**

1. See General Overview pages 1-5.
2. For FFY 2007, the Office of Special Education and Early Intervention Services (OSE-EIS) conducted the second post-school outcomes data collection. The OSE-EIS used a cohort method to divide the state's districts into thirds; these districts are then surveyed every three years. The exception is the one district with a total student population greater than 50,000 that is surveyed every year. All eligible exiting students (leavers) from cohort 1 were surveyed between April and September of 2008.
3. The survey of exiting students utilized a modified version of the National Post-School Outcomes Center (NPSO) *Stage 1: Recommended Essential Questions to Address Indicator 14*. The OSE-EIS kept the original Stage 1 design intact and supplemented the survey with questions to capture additional information recommended by Michigan's Special Education Advisory Committee (SEAC)<sup>73</sup>.

**Monitoring Priority: Effective General Supervision/Postsecondary Outcomes**

(Results Indicator)

**Indicator 14: Postsecondary Outcomes:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

The OSE-EIS adopted the OSEP-recommended Rehabilitation Act [29 U.S.C. 705(11) and 709(c)] definition for competitive employment and the NPSO-recommended definition for postsecondary school or training. For additional detail, see the February 1, 2009 submission of Michigan's State Performance Plan for this indicator.

<sup>73</sup> Michigan's IDEA mandated special education State Advisory Panel

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2006	77.8%		
2007		70.0%	73.9% *
Percent = (# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.  $*[(550 + 352 + 449) \div 1,828] \times 100$			

Source: Modified NPSO Survey

In FFY 2007, Michigan commissioned a survey of exiting students using the OSEP-approved NPSO *Stage 2: Question Bank for Collecting Post-School Outcomes of Youth with Disabilities*. For the FFY 2007 data collection, a census approach was used, with every eligible exiting student (leavers) surveyed from cohort 1 districts (plus one district with a student population greater than 50,000 which is surveyed every year).

A total of 5,899 leavers were identified for FFY 2007 data collection from the Single Record Student Database (SRSD) for the 2006–2007 school year. Leavers included students with an IEP who:

- Graduated with a diploma
- Obtained a certificate of completion
- Dropped out of school
- Reached maximum age<sup>74</sup>

After removing duplicate responses, a total of 1,828 unduplicated responses were received for the FFY 2007 data collection, for an overall response rate of 31%.

Response Rates for FFY 2007			
Mail	Telephone	ISD Follow-up	Total
543	798	487	1,828
9.2%	13.5%	8.3%	31.0%
$[(543 + 798 + 487) \div 5,899] = 31.0\%$			

<sup>74</sup> Michigan serves students with disabilities through age 25. The US Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Reached Maximum Age" is zero in Michigan.

Responses were divided into four mutually exclusive categories, following the NPSO guidelines:

1. competitively employed,
2. enrolled in postsecondary education or training program,
3. competitively employed and enrolled in a postsecondary education or training program and
4. neither competitively employed nor been enrolled in an postsecondary education or training program.

Postsecondary Outcomes for FFY 2007			
Employed	In School	Both	Neither
550	352	449	477
30.1%	19.3%	24.6%	26.1%

Using the OSEP-approved NPSO response rate calculator guidelines, subgroup response rates were calculated to examine the representativeness of the following categories: specific learning disabilities, emotional impairment, cognitive impairment, all other disabilities, female, minority (i.e., primary race is not white, non-Hispanic), limited English proficient, and dropouts. Michigan's response rates were deemed representative (within +/- 3%) by the NPSO response rate calculator in two of these eight categories. The two categories where the results were not representative were:

- Dropouts: under-represented by 18.6%
- Minority: under-represented by 14.6%

#### Discussion of Improvement Activities Completed:

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2008	1. Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) Indicator 13 to realize postsecondary outcomes as measured by SPP Indicator 14.	Working with a stakeholder group, the OSE-EIS explored and developed an online, knowledge-level training package to assure common understanding of the Indicator 13 compliance requirements.

Timelines	Activities	Status
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2007-2008	2. Develop and implement a plan to address findings from post-school Outcomes Survey results.	<p>The OSE-EIS worked, in conjunction with its data partner and the Center for Educational Performance and Information (CEPI), to explore methods to coordinate the gathering, analyzing and display of cross indicator data.</p> <p>As part of a longitudinal data system initiative, the MDE and CEPI initiated the linking of student-level transition data to student-level data on graduation, dropout, assessment, exit status and post-school outcomes data from other data sources to provide context for examining the potential impact of quality transition IEPs.</p>
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	3. Develop and implement a more integrated set of activities across indicators.	<p>In the FFY 2006 APR, the OSE-EIS began to align data analysis and activities across the indicators for graduation, dropout, transition and postsecondary outcomes. Significant FFY 2007 activity included:</p> <ul style="list-style-type: none"> <li>• MI-TOP staff participation in the OSE-EIS training on the National Center for Special Education Accountability Monitoring (NCSEAM) General Supervision Framework.</li> <li>• MI-TOP staff participation in all Michigan's Integrated Improvement Initiatives (MI3) planning/training sessions.</li> <li>• MI-TOP staff participation in the National Secondary Transition Technical Assistance Center (NSTTAC) mid-year planning institute in October 2007 and state planning institute in May 2008.</li> <li>• Integration of compliant and</li> </ul>

Timelines	Activities	Status
		quality transition practice into the Reaching and Teaching Struggling Learners initiative. <ul style="list-style-type: none"> <li>Monitors' participation in MI-TOP workshops.</li> </ul>

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan met its performance target of 70% for FFY 2007. Michigan's performance on this indicator was 73.9%. These data represent slippage from FFY 2006.

The following table shows where progress and slippage occurred.

Progress/Slippage Analysis FFY 2006 to FFY 2007					
	FFY 2006 *		FFY 2007		Status
	Actual	Percentage	Actual	Percentage	
<b>Employed</b>	387	19.0%	550	30.1%	Progress
<b>Education/Training</b>	593	29.1%	352	19.3%	Slippage
<b>Both</b>	606	29.7%	449	24.6%	Slippage
<b>Neither</b>	452	22.2%	477	26.1%	Slippage
<b>Non-representative subgroups</b>	3		2		Progress

\*FFY 2006 is baseline data based on a statewide census of leavers.

Despite demonstrating overall slippage from FFY 2006, the OSE-EIS was able to demonstrate progress in three areas:

1. Overall response rate and number,
2. Percentage of former students reporting being competitively employed, and
3. Number of non-representative subgroups.

From FFY 2006 to FFY 2007 the OSE-EIS increased its survey response rate from 25% to 31%.

From FFY 2006 to FFY 2007 an additional 11.1%, or 163 former students, reported being employed. Note that much of the apparent slippage in the percentage of youth who are enrolled in postsecondary education/training (-9.8%) and the apparent slippage in the percentage of youth who are both employed and enrolled in postsecondary education/training (-5.1%) is compensated for by the progress in the percentage of youth who are employed (+11.1%).

**FFY 2006 Data Reporting Issues Affecting FFY 2007 Slippage**

During the FFY 2006 the OSE-EIS was in the second cycle of use of the CEPI's Single Record Student Database (SRSD) for collecting data on student status (i.e. continuing, graduated, dropped out, age out, etc.). This move was made in FFY 2005 because of OSEP's requirement to match the federal fiscal year for collecting and reporting data for students with disabilities.

Accuracy of district reporting is a critical factor in the determination of exit status (and hence accurate and complete data) of students with disabilities. Due to a coding error at the district level, the largest district in the state (and the only one with more than 50,000 students) reported 901 of 908 "leavers" as "continuing" in education. This resulted in only seven of 908 potentially eligible leavers being accurately identified as "exited" in the SRSD for FFY 2006. When the universe of exiting students (8,173) was filtered for valid exit codes, these 901 students had been excluded. As a result, only two valid responses were received from the largest district. This error was not discovered until late October 2007 during the analysis of the final data. The OSE-EIS determined that correcting this error and obtaining the necessary valid exit data would have required a significant departure from protocol and that there was not sufficient time to engage in this process.

Due to an increased emphasis on accurate and complete data reporting from districts, the OSE-EIS captured FFY 2007 data from the state's largest district. Capturing these data provides a more accurate representation of the exit status for students with disabilities.

Because FFY 2006 was a baseline year for this indicator, it included a review of the data and input into the setting of performance targets by the SEAC<sup>75</sup>. Due to the data reporting error noted above, the SEAC hypothesized that the baseline rate of 77.8% may not be an accurate reflection of postsecondary outcomes for students with disabilities. As a result, the SEAC advised setting a series of performance targets starting below baseline and finishing at 79% by FFY 2010. Based on these targets, the OSE-EIS met its performance target for FFY 2007 as noted above.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

The OSE-EIS requests permission to use the FFY 2007 postsecondary outcomes data as the revised baseline for this indicator. The current baseline is not representative. During the FFY 2006 data collection, it was discovered that the state's largest district miscoded 901 students. In addition, students through age 26 were included in the baseline calculation. Indicator 14 targets may be reset in FFY 2009 based on the FFY 2007 data.

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<sup>75</sup> Michigan's IDEA mandated special education State Advisory Panel



Timelines	New and Revised Activities	Justification
2008-2011	<p><i>New:</i> Develop and implement a method for gathering and correlating student level data related to current services and progress toward postsecondary goal requirements.</p> <div data-bbox="380 499 883 705"> <p><b>Resources</b>  MI-TOP staff, Data Partners, OSE-EIS staff, Transition Core Team, Technical Assistance for Transition Grant</p> </div>	Correlation and connections need to be made between graduation, dropout, secondary transition and post-school outcomes. The OSE-EIS has identified a need to create a tighter feedback loop related to the provision of services toward accomplishing post-school goals.
2008-2011	<p><i>New:</i> Develop and implement a standardized method for planning and aligning the Educational Development Plan (EDP) and IEP.</p> <div data-bbox="380 926 883 1247"> <p><b>Resources</b>  MI-TOP staff, Office of Career and Technical Education staff, Office of School Improvement staff, Education Stakeholders, OSE-EIS staff, Transition Core Team, Technical Assistance for Transition Grant</p> </div>	State law passed in January 2007 requires each student in the state to have an EDP in place by high school entry. A pilot study of EDP usage during FFY 2006 revealed inconsistencies in the participation of students with IEPs in the EDP process as well as variable linkage of EDP and IEP information.
2009-2012	<p><i>New:</i> Disseminate information to postsecondary service providers regarding outcomes of students with IEPs.</p> <div data-bbox="380 1444 883 1751"> <p><b>Resources</b>  MI-TOP staff, OSE-EIS staff, Michigan Rehabilitation Services staff, Michigan Department of Community Health staff, Transition Core Team, Technical Assistance for Transition Grant</p> </div>	Information about student outcomes will be useful to postsecondary service providers in improving their services to assist students.

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response								
<p>The State provided baseline data, targets and improvement activities for this indicator in its SPP and OSEP accepts the SPP for this indicator.</p> <p>The State's FFY 2006 reported baseline data for this indicator are:</p> <table><tr><td>Percent of youth who are competitively employed.</td><td>19%</td></tr><tr><td>Percent of youth who were only enrolled in some type of postsecondary school or training.</td><td>29.1%</td></tr><tr><td>Percent of youth who had been competitively employed and enrolled in some type of postsecondary program.</td><td>29.7%<sup>76</sup></td></tr><tr><td>Percent of youth who had not been competitively employed or enrolled in some type of postsecondary program.</td><td>22.2%</td></tr></table>	Percent of youth who are competitively employed.	19%	Percent of youth who were only enrolled in some type of postsecondary school or training.	29.1%	Percent of youth who had been competitively employed and enrolled in some type of postsecondary program.	29.7% <sup>76</sup>	Percent of youth who had not been competitively employed or enrolled in some type of postsecondary program.	22.2%	<p>OSEP looks forward to reviewing the State's data in the FFY 2007 APR, due February 1, 2009.</p>	<p>None required per FFY 2006 Response Table. Given current data, Michigan has added Improvement Activities to increase the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p>
Percent of youth who are competitively employed.	19%									
Percent of youth who were only enrolled in some type of postsecondary school or training.	29.1%									
Percent of youth who had been competitively employed and enrolled in some type of postsecondary program.	29.7% <sup>76</sup>									
Percent of youth who had not been competitively employed or enrolled in some type of postsecondary program.	22.2%									

<sup>76</sup> The original OSEP response table listed 27.7 percent in error.

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 15 (Compliance Findings) Report Development:**

1. See General Overview pages 1-5.
2. For this indicator, the team reviewed monitoring data, state complaints, and due process hearings from FFY 2007.
3. Monitoring data were gathered through the Office of Special Education and Early Intervention Services' (OSE-EIS) Continuous Improvement and Monitoring System (CIMS), which was in the third year of implementation. The design for the CIMS was completed in consultation with the National Center for Special Education Accountability Monitoring (NCSEAM). This system included a Service Provider Self Review (SPSR) of 12 priority areas, verification review of the SPSR process and focused monitoring of districts whose data showed poor performance. During the FFY 2007, districts were not notified that noncompliance found through the SPSR process must be corrected as soon as possible, but in no case later than one year. In fact, the SPSR process allowed districts two years to implement an improvement plan that was written specifically to correct any noncompliance. For this APR, only noncompliance found through the verification review and focused monitoring processes will be reported because only those systems provided notification and a correction timeline. As a result of the Office of Special Education Programs (OSEP) November 2007 verification visit, the CIMS was revised for FFY 2008 to require correction of noncompliance as soon as possible, but in no case later than one year.
4. Each State complaint was reviewed for violations and a determination was made as to which State Performance Plan (SPP) Indicator(s) the violations corresponded.
5. Each due process hearing decision was reviewed to determine whether any noncompliance was found by the Hearing Officer or Administrative Law Judge. All instances of noncompliance were tracked with the district and the date the district came into compliance was noted.
6. In September 2008 Michigan notified districts of noncompliance found through reviews of FFY 2006 district data related to Indicators 11 (Child Find), 12 (Early Childhood Transition) and 13 (Secondary Transition). Those instances of noncompliance will also be reported in the FFY 2009 APR.

**Monitoring Priority: General Supervision/Compliance Findings**

(Compliance Indicator)

**Indicator 15: General supervision system** (including monitoring, complaints, hearings, etc.) identifies and tracks correction of noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2003	100%		
2004		100%	
2005		100%	100%
2006		100%	90.2%
2007		100%	<b>94.8% *</b>
Percent = [(# of corrections completed as soon as possible but in no case later than one year from identification) divided by (# of findings of noncompliance)] times 100.  *(202 ÷ 213) X 100			

Sources: Michigan Due Process Database, Michigan Hearings Database, monitoring data from the CIMS, and required data from other SPP Indicators as referenced on the B-15 worksheet.

## INDICATOR B-15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)	(b) # of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	1	1	1
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	0	0	0
	Dispute Resolution: Complaints, Hearings	14	16	16

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)	(b) # of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	11	11	5
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	45	70	69
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	2	2	2
	Dispute Resolution: Complaints, Hearings	24	33	33
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	1	1	1
	Dispute Resolution: Complaints, Hearings	14	14	14

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)	(b) # of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	2	2	1
	Dispute Resolution: Complaints, Hearings	1	1	1
Other areas of noncompliance: Evaluation Requirements	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	15	20	17
	Dispute Resolution: Complaints, Hearings	10	10	10
Other areas of noncompliance: IEP Development	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	7	10	10
	Dispute Resolution: Complaints, Hearings	17	17	17

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)	(b) # of Findings of Noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: previous enrollment in special education	Monitoring Activities: Self-Assessment/Local APR, Data Review Desk Audit, On-Site Visits, or other	0	0	0
	Dispute Resolution: Complaints, Hearings	5	5	5
The worksheet automatically sums Column a and b			213	202
Percent of noncompliance corrected within one year of identification =				94.8%

Sources: Due Process Complaint Database, State Complaint Database, and Monitoring Data from the CIMS and required data from other SPP Indicators as referenced on the B-15 worksheet.

### Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	1. Review data from the complaint database for timeliness, issues and trends within Intermediate School Districts (ISDs) and Local Educational Agencies (LEAs) for supervision decisions regarding monitoring, compliance agreements or verification.	The Complaints/Due Process Hearings/Mediation unit of Program Accountability (PA) met weekly to discuss specific case issues, timelines and districts that may need additional oversight. Meetings focused on consistency of rulings and corrective actions among case managers. The case log, generated through the database, was updated and distributed to all complaint investigators bi-weekly. The data collection system was upgraded as additional data points and capabilities were required. All PA units including Monitoring, Policy and Complaints/Due Process Hearings/Mediation, met regularly to review district



Timelines	Activities	Status
		issues that may require a multi-faceted effort toward correction of noncompliance. The PA unit held monthly conference calls with the ISD planner/monitors from across the state to ensure a consistent flow of information regarding policy and procedural issues.
2006-2011	2. Conduct annual analysis and synthesis of data for continuous improvement decision regarding content and process of local compliance and performance assessment through the CIMS SPSR.	The PA unit was in the second year of implementation of a CIMS Advisory Team (CIMSAT). The PA unit met monthly with the team to discuss issues regarding the content, process and the electronic workbook. This team continuously looked for ways to improve the CIMS process. Previously, the CIMS process allowed a two year improvement cycle for all Key Performance Indicators (KPI) rated as noncompliant. There was no differentiation made between the results indicators and the compliance indicators. During FFY 2007, districts were notified that all noncompliance found through the SPSR process must be corrected and verified by the OSE-EIS within one year of notification.
2006-2011	3. Conduct annual analysis of state performance through the Annual Performance Report and utilize results to determine priority areas for focused monitoring for the ensuing year.	The annual review was initiated in May 2008 and priority areas were selected and used to identify LEAs for focused monitoring activities.
2007-2008	4. The CIMS will expand data collection and reporting capability resulting in improved oversight of the correction of noncompliance and improvement efforts at the district level.	FFY 2007 was the third year of the CIMS implementation. It was difficult to use this system to track the districts' efforts to correct and document correction of noncompliance. The system is being redesigned to improve the tracking mechanism districts will use to document correction activities. In addition, the CIMS redesign (CIMS-2) will align with the SPP Indicators.
2007-2008	5. The CIMS-2 process will require correction of non-compliance as soon as	This activity ensured that all districts corrected instances of noncompliance prior to the one year time limit or face MDE

Timelines	Activities	Status
	possible, but in no case later than one year.	enforcement actions.
2007-2011	6. Conduct an annual analysis of LEA data and utilize results to determine priority LEAs and make determinations for focused monitoring.	The analysis of the priority areas was conducted and used to identify which districts were selected for focused monitoring activities.
2006-2011 annually	7. Continue full implementation of the CIMS at the LEA level.	The CIMS process has been implemented for a complete three year cycle. The system is currently being redesigned and will require all districts to review data annually.
2007-2009	8. Implement a single tier State complaint investigation process.	<p>A single tier system that allows the ISDs and the OSE-EIS to jointly investigate complaints has been developed. It will generate one report and will eliminate the need for an appeal process.</p> <p>The State Administrative Rules have been rewritten and are currently being reviewed and finalized through the promulgation process (Administrative Procedures Act of 1969). All involved constituent groups, including the OSE-EIS and ISD complaint investigators, parents, advocates, lawyers, and others regarding the change in filing, investigation, and reporting requirements, will be trained prior to the Rules becoming final.</p>
2007-2011	9. Disaggregate transition, disproportionate representation, and child find data.	The OSE-EIS has reviewed data related to secondary and preschool transition, disproportionate representation, and child find. Districts were notified of instances of noncompliance found in FFY 2006 transition and child find data during September 2008. Correction of that noncompliance will be reported in the FFY 2009 APR.

#### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the 100% target. Michigan's rate of correction of noncompliance has increased from 90.2% to 94.8%. There are several factors that have contributed to this process:

- Improved technical assistance and oversight of district corrective action and improvement activities.
- Clearer direction to districts and the requirement of correction of noncompliance as soon as possible but no case later than one year.
- Increased standardization of State recommendations, a stricter adherence to timelines and clearly defined enforcement actions.

Also, the OSE-EIS' previous business rules permitted a two year improvement period for the CIMS SPSR findings of noncompliance. Based on the OSEP's November 2007 verification visit guidance, districts completing the CIMS SPSR were directed to complete correction action as soon as possible, but in no case later than one year.

### Correction of FFY 2006 Noncompliance

Of the 213 instances of noncompliance identified during FFY 2006, 202 were corrected within one year. The table below provides the current status for each of the 11 instances of uncorrected noncompliance.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1	5	1	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visit. Notified on 4-13-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
2	5	2	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visit. Notified on 1-23-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 7-7-08 Verified by: State monitor
3	5	3	School social work services were not	Identified through the State Complaint process.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			provided as agreed upon.	<p>The OSE-EIS directed that a new IEP Team meeting be convened to address the issue on 10-3-06. The district and parent held a series of meetings over more than a year attempting to resolve the issue without success. On 1-9-08, the OSE-EIS sent its final directive for compliance.</p> <p>Proof of compliance was received by the OSE-EIS from the district on 2-13-08.</p> <p>Status: Corrected and closed Date: 2-26-08 Verified by: Complaint investigator</p>
4	5	5	Stated accommodation and modification needs were not reflected in IEP.	<p>Identified through focused monitoring on-site visit. Notified on 4-5-07.</p> <p>Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.</p> <p>Status: Corrected and closed Date: 6-4-08 Verified by: State monitor</p>
5	5	6	a) Removal from general education without the use of accommodations and modifications, b) special education placement without a documented need, and c) full time special education placement based on an eligibility category, not on need.	<p>Identified through focused monitoring on-site visit. Notified on 4-13-07.</p> <p>Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.</p> <p>Status: Corrected and closed Date: 6-30-08 Verified by: State monitor</p>

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
6	5	7	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visit. Notified on 4-6-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
7	5	8	Removal from general education without the use of accommodations and modifications.	Identified through focused monitoring on-site visit. Notified on 4-5-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-30-08 Verified by: State monitor
8	13	4	IEPs did not contain transition requirements.	Identified through focused monitoring on-site visit. Notified on 4-5-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
9	Other: Evaluation Requirements	1	Noncompliant identification practices for cognitive impairment.	Identified through focused monitoring on-site visit. Notified on 4-13-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
				Status: Corrected and closed Date: 6-17-08 Verified by: State monitor
10	Other: Evaluation Requirements	5	Noncompliant identification practices for emotional impairment and specific learning disability.	Identified through focused monitoring on-site visit. Notified on 4-5-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-4-08 Verified by: State monitor
11	Other: Evaluation Requirements	8	Noncompliant identification practices for emotional impairment and specific learning disability.	Identified through focused monitoring on-site visit. Notified on 4-5-07.  Uncorrected within one year. Given three additional months for correction along with additional oversight and technical assistance.  Status: Corrected and closed Date: 6-30-08 Verified by: State monitor

FFY 2007 was the second year of full implementation of the CIMS, including:

- A SPSR completed by approximately one-third of the districts in the state. More than 250 districts completed a self review in FFY 2006. The results found through the SPSR process were not included in the APR because by definition the self review process does not lend itself to strict adherence to the discovery and correction of instances of noncompliance.
- A verification review in which the OSE-EIS monitoring staff reviewed the SPSR completed by the LEA to ensure that the SPSR process was followed with fidelity. Nine districts within four ISDs were verified during FFY 2007. All findings of noncompliance found during the verification review were corrected within one year.
- A focused monitoring process in which a limited number of LEAs were selected by the OSE-EIS based on an in depth review of the data in the identified high priority areas. A technical assistance provider was assigned to every district where noncompliance was found. Correction of noncompliance was expected within one year. For those LEAs found to have continuing instances of

noncompliance after one year, the OSE-EIS is providing more intensive oversight and intervention. This includes intensive technical assistance, compliance agreements, and/or financial sanctions depending on the nature of the noncompliance.

### Correction of FFY 2005 Noncompliance

The table below provides the current status for each of the nine instances of noncompliance identified during FFY 2005 which remained uncorrected at the time of Michigan's April 14, 2008 APR update. Of the eight districts that had uncorrected noncompliance from FFY 2005 focused monitoring, all eight districts have corrected all instances of noncompliance.

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
1	13	1	The district did not develop transition plans for students in compliance with the Individuals with Disabilities Education Act 2004 (IDEA).	Discovered through focused monitoring.  Status: Corrected and closed Date: 5-26-08 Verified by: State monitor
3	13	3	1. Transition data not included in Present Level of Academic Achievement and Functional Performance (PLAAFP) statement. 2. Transition activities are not monitored.	Discovered through Service Provider Self Review (SPSR).  Status: Corrected and closed Date: 6-15-08 Verified by: ISD monitor
5	13	5	Transition data not included in PLAAFP statement.	Discovered through SPSR.  Status: Corrected and closed Date: 5-15-08 Verified by: ISD monitor
10	3	10	Inappropriate determination of participation in alternate assessments.	Discovered through SPSR.  Status: Corrected and closed Date: 5-30-08 Verified by: ISD monitor
11	5	1	Accommodations and modifications were not specifically addressed in Individualized Education Program (IEP) team reports or used in general	Discovered through focused monitoring.  Status: Corrected and closed Date: 6-16-08 Verified by: State monitor

Finding	Indicator	LEA	Nature of Non-Compliance	Program-Specific Follow-Up Activities Related To The Uncorrected Noncompliance
			education classes in a planned manner.	
12	5	11	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through focused monitoring.  Status: Corrected and closed Date: 5-26-08 Verified by: State monitor
13	5	12	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through focused monitoring.  State monitor visited district on May 16, 2008 but correction of noncompliance could not be verified. The district was required to enter into a Compliance Agreement to promptly bring the district into compliance or face financial sanctions. Intense monitoring supervision and technical assistance was provided until 100% compliance was achieved.  Status: Corrected and closed Date: 1-20-09 Verified by: State monitor
14	5	13	Students with disabilities were placed in special education classrooms during periods of time when there was no identified student need.	Discovered through focused monitoring.  Status: Corrected and closed Date: 5-5-08 Verified by: State monitor
16	11	14	Noncompliant Child Find process.	Discovered through SPSR.  Status: Corrected and closed Date: 5-15-08 Verified by: ISD monitor



**Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

None required at this time.

**Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 90.18%. These data represent slippage from the FFY 2005 data of 100%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p> <p>The State reported that 147 of 163 findings of noncompliance identified in FFY 2005 were corrected in a timely manner. For the uncorrected noncompliance, the State reported the program-specific follow-up activities it is carrying out to ensure correction of the remaining 16 findings of noncompliance. The activities include increased monitoring, the provision of</p>	<p>OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, clarification that the State is reporting on correction of findings of noncompliance identified through due process hearings. The State provided the required information.</p> <p>OSEP's March 11, 2008 Michigan verification letter required the State to provide, within 60 days from the date of that letter, a method to ensure correction of noncompliance within a reasonable period of time, not to exceed one year from the date of identification in situations where districts or ISDs identify noncompliance in the SPSR, as required by IDEA sections 612(a)(11) and 616, 34 CFR §§300.149 and 300.600, and 20 U.S.C. 1232d(b)(3)(E). OSEP has reviewed the information submitted in the FFY 2006 APR and the documentation received from the State on May 12, 2008, and concluded that the State has provided the required information.</p> <p>The State must demonstrate, in the FFY 2007 APR, due February 1, 2009, that the State has corrected the remaining noncompliance identified in Indicator 15 from 2005.</p> <p>The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the</p>	<p>See Correction of Non-compliance Tables on pages 160-165. Improvement activities have been reviewed and revised, if appropriate, for all indicators. Improvement activities have been added to the two indicators (Indicators 5 and 13) with uncorrected noncompliance identified in FFY 2006.</p> <p>Each of OSEP's requests from the Response Table have been addressed in the Response Table sections of Indicators 4A, 9, 10, 11, 12 and 13.</p>

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
technical assistance, and continued reporting by LEAs with uncorrected noncompliance.	<p>State timely corrected noncompliance identified in the FFY 2006 (2006-2007) under this indicator in accordance with 20 U.S.C. 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600.</p> <p>In addition, in responding to Indicators 4A, 9, 10, 11, 12 and 13, the State must specifically identify and address the noncompliance identified in this table under those indicators.</p>	

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 16 (State Complaints) Report Development:**

1. See General Overview pages 1-5.
2. The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) is moving toward a single tier complaint system to replace the existing two-tier system. New state complaint procedures were written and approved during FFY 2007. New state administrative rules were written to support the changes necessary to implement the single tier system. A period of public comment, including public hearings, was held in October and November 2008. Administrative rules will be finalized in 2009.
3. Database changes were made in FFY 2007 including improvements for tracking and reporting Part B complaints involving children who are Part C eligible and documentation of exceptional circumstances for time line extensions.

**Monitoring Priority: Effective General Supervision/State Complaints**

(Compliance Indicator)

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2004	100%		
2005		100%	99.0%
2006		100%	99.2%
2007		100%	100% *
Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100			
*[(196 + 47) ÷ 243] X 100			

Source: Michigan Due Process Database and Michigan Hearings Database

**Analysis of Complaint Data for FFY 2006 – FFY 2007**

	<b>FFY 2006</b>	<b>FFY 2007</b>
(1) Written, signed complaints total	262	280
(1.1) Complaints with reports issued	238	243
(a) Reports with findings	103	154
(b) Reports within timelines	178	196
(c) Reports with extended timelines	58	47
(1.2) Complaints withdrawn or dismissed	13	28
(1.3) Complaints pending	11	9
(a) Complaints pending a due process hearing	3	8

Source: Michigan Due Process Database and Michigan Hearings Database

**Discussion of Improvement Activities Completed**

<b>Timelines</b>	<b>Activities</b>	<b>Status</b>
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2008	1. Provide professional development re: exceptional circumstances to enhance detail & consistency of data input by complaint managers.	Professional development was conducted during multiple case manager meetings and in-services during FFY 2007, regarding documentation of exceptional circumstances for extension of the timeline.
<b>IMPROVE DATA COLLECTION</b>		
2007-2008	2. Improve database in order to: <ul style="list-style-type: none"> <li>• Track Part C complaints.</li> <li>• Correlate complaint issues with Indicator 15.</li> <li>• Revise the drop-down box to track exceptional circumstances for extensions; specify reasons for extension and dates.</li> <li>• Create a tickler system to check on cases approaching deadlines.</li> </ul>	<p>Multiple changes and additions were made to the database. The system was improved to track Part B complaints that involve children who are Part C eligible.</p> <p>Changes were made to correlate complaint issues with Indicator 15. Additional revisions are necessary to better align with Indicator 15.</p> <p>Changes to the drop-down box were completed in FFY 2007, which enhanced tracking of</p>

		<p>exceptional circumstances, beginning in July 2008.</p> <p>Creation of a tickler system was not completed. Upon analysis, it was not anticipated to be an effective means of tracking timelines.</p>
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2008	3. Implement the single tier complaint system. Evaluate the effectiveness/impact of the system, and use evaluation results for continuous improvement of the system.	Changes to complaint procedures were approved. Administrative rules to support the single tier state complaint system were written. Public hearings/comments were scheduled for October through November of 2008.
2006-2008	4. Identify LEAs with complaint issues, and integrate compliance data across due process, monitoring, mediation and complaint data sets.	<p>This activity was implemented through:</p> <ul style="list-style-type: none"> <li>• Weekly coordinator meetings.</li> <li>• Monthly Program Accountability (PA) meetings.</li> <li>• One coordinator responsible for state and due process complaints and over-seeing mediation grant.</li> <li>• Multiple meetings with relevant staff to formulate necessary revisions to allow integration of data now held in separate systems.</li> </ul>

#### **Explanation of Progress or Slippage that occurred for FFY 2007:**

During FFY 2007, the OSE-EIS met the Indicator 16 target of 100% compliance. Factors contributing to full compliance include:

- Revision and improvement of the database.
- Staff meetings and professional development related to improved documentation and data input.
- Technical assistance and professional development for various stakeholders, especially those directly involved in state complaint investigations and report writing.
- Contracts with additional complaint investigators to assist in timely completion of state complaints.

The move to a single tier state complaint system is proceeding. State administrative rules were completed in FFY 2007.

**Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2008-2010	<p><i>New:</i> Expand database to integrate information across due process, monitoring, mediation and state complaint data sets.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Resources</b></p> <p>OSE-EIS PA staff, Mediation Grantee staff, Data System Contractor</p> </div>	This activity will enhance the general supervision system.
<del>2007-2008</del> 2007-2009	<p><i>Revision and change in timeline of Activity #2:</i> Improve database in order to:</p> <ul style="list-style-type: none"> <li>• Track Part B complaints involving children who are Part C eligible.</li> <li>• Correlate complaint issues with Indicator 15.</li> <li>• Revise the drop-down box to track exceptional circumstances for extensions; specify reasons for extension and dates</li> </ul>	<p>The timeline was extended to implement changes, review the effectiveness and impact of those changes, and then make additional changes as needed.</p> <p>The language was revised to clarify the information the OSE-EIS tracks regarding complaints that involve children who are Part C eligible.</p>
<del>2006-2008</del> 2006-2009	<p><i>Revision and change in timeline of Activity #3:</i> Implement the single tier complaint system.</p>	<p>The timeline was extended to accommodate the lengthy administrative rule promulgation process and subsequent roll-out, training and professional development required for multiple stakeholder groups.</p> <p>Note that Activity #3 was divided into two separate activities. (The second part of Activity #3 is below.)</p>
<del>2006-2008</del> 2009-2011	<p><i>Change in timeline of Activity #3:</i> Evaluate the effectiveness/impact of the single tier complaint system, and use evaluation results for continuous improvement of the system.</p>	This activity cannot be implemented until other activities have been completed.

## Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 99%.</p> <p>These data remain unchanged from the FFY 2005 data of 99%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p>	<p>OSEP's March 11, 2008 Michigan verification letter required the State to provide, within 60 days from the date of that letter, a method to ensure that it is properly documenting that extensions are granted only if exceptional circumstances exist with respect to a particular complaint as required by 34 CFR §300.152(b)(1).</p> <p>OSEP has reviewed the documentation received from the State on May 12, 2008, and concluded that the State has provided the required information.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing in the FFY 2007 APR, due February 1, 2009, the State's data demonstrating that it is in compliance with the timely complaint resolution requirements in 34 CFR §300.152.</p>	<p>None required per FFY 2006 Response Table.</p>

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 17 (Hearings Adjudicated) Report Development:**

1. See General Overview pages 1-5.
2. FFY 2007 was the second year the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) utilized a single tier due process complaint/hearing system. Pursuant to an Interdepartmental Agreement (IA) with the State Office of Administrative Hearings and Rules (SOAHR)<sup>77</sup> hearings are conducted by administrative law judges (ALJs) who are hired and supervised by the SOAHR. The SOAHR and the MDE met throughout the FFY 2007 and agreed to revisions to the IA. Formal changes were written into the IA in September, 2008.
3. Training of ALJs was a priority, and the MDE and the SOAHR collaborated for three ALJ training sessions in FFY 2007.
4. The MDE formally appointed a Due Process Complaint Coordinator to serve as a liaison with the SOAHR to ensure adherence to federal and state special education rules and regulations.
5. Other enhancements to the due process complaint system included changes and additions to the database and implementation of an ALJ Summary Report form.

**Monitoring Priority: Effective General Supervision/Hearings Adjudicated**

(Compliance Indicator)

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2004	100%		
2005		100%	100%
2006		100%	83.3%
2007		100%	<b>75.0% *</b>
Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100 *[(0 + 3) ÷ 4] X 100			

Source: Michigan Hearings Database

<sup>77</sup> Pursuant to a Governor's Executive Order in 2005, all due process hearings in Michigan must be conducted by the SOAHR.



## Analysis of Due Process Hearing Data for FFY 2006 – FFY 2007

	FFY 2006	FFY 2007
(3) Hearing requests total <sup>78</sup>	77	88
(3.1) Resolution sessions (Percent of total hearing requests)	64 (83.1%)	70 (79.5%)
(3.2) Hearings (fully adjudicated) (Percent of total hearing requests)	6 (7.8%)	4 (4.5%)
(a) Decisions within timeline (Percent of fully adjudicated hearings)	0 (0%)	0 (0%)
(b) Decisions within extended timeline (Percent of fully adjudicated hearings)	5 (83.3%)	3 (75.0%)
(3.2)(a) + (3.2)(b) (Percent of fully adjudicated hearings)	5 (83.3%)	3 (75.0%)
(3.3) Resolved without a hearing (Percent of closed complaints)	52 (89.7%)	57** (93.4%)
(4) Expedited hearing requests total (Percent of total hearing requests)	15 (19.5%)	20 (22.7%)

Source: Michigan Hearings Database

\*\*Note: 88 hearing requests minus 27 hearing requests pending = 61 concluded hearing requests; 57 of the 61 concluded hearing requests were resolved without a hearing = 93.4%

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2007-2011	1. Provide ongoing selection, training and evaluation of ALJs to assure continuing compliance with timeline requirements through efforts of SOAHR staff through the collaboration between the MDE and the SOAHR.	This activity was completed. The OSE-EIS collaborated with the SOAHR and conducted three training sessions for ALJs. The OSE-EIS will continue to collaborate with the SOAHR and conduct ALJ training in future years.
<b>IMPROVE DATA COLLECTION</b>		
2007-2008	2. Require ALJs to use the ALJ Case Summary Report Form.	This activity was completed. The form was developed in 2007 and the SOAHR agreed to utilize

<sup>78</sup> Parents now file a "due process complaint" per IDEA 2004 language, which is synonymous with Hearing Requests as referenced in this SPP Indicator.

Timelines	Activities	Status
		it. The ALJs began to use the form in July 2008.
2007-2009	3. Improve the database to track Part C hearings.	This activity was completed. The database tracks Part B hearings that involve children who are part C eligible.
2006-2011	4. Develop common expectations for diligent and prompt attention to completion of due process hearing activities among hearing officers, hearing participants and stakeholders.	This activity cannot be implemented until other activities (#2 and #3) are completed.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2007-2011	5. Revise the role and responsibilities of the MDE Due Process Complaint Coordinator as needed.	A position description was created and approved, defining the role and responsibilities of the MDE Due Process Complaint Coordinator. The "Coordinator" position was filled. (It was previously an "Acting Coordinator" position.)
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2006-2011	6. Provide increased opportunities for stakeholders' participation in policy, rules, and procedures revisions.	<p>This activity has been completed (and will continue to be addressed) through:</p> <ul style="list-style-type: none"> <li>• The Special Education Advisory Committee<sup>79</sup></li> <li>• Public Comment/Hearings</li> <li>• Stakeholder survey</li> <li>• Michigan Association of Administrators of Special Education meetings</li> <li>• Intermediate School District director meetings</li> <li>• Compliance monitor meetings</li> <li>• Michigan Association of Public School Academies Annual Conference</li> <li>• Michigan Council for Exceptional Children Annual Conference</li> </ul>

<sup>79</sup> Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Status
2006-2008	7. Revise the due process complaint procedures, as needed, to reflect the new single tier due process complaint system and 2004 IDEA Regulations.	A stakeholder survey was distributed in 2007. Results will be analyzed and procedures and rules will be developed in 2008.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2006-2009	8. Disseminate a due process complaint procedures document to reflect the new single tier due process complaint system and 2004 IDEA Regulations.	Further time is needed to complete this activity. It cannot be completed until procedures and state administrative rules have been promulgated.
2007-2009	9. Create and disseminate a Michigan special education due process FAQ <sup>80</sup> document.	The FAQ document cannot be completed until procedures and state administrative rules have been promulgated (see above).
<b>EVALUATION</b>		
2006-2009	10. Disaggregate and assess data annually to identify emerging areas of need.	Data were shared and assessed monthly among the Program Accountability (PA) Supervisor and the Complaints, Monitoring, and Policy Coordinators.

### Explanation of Progress or Slippage that occurred for FFY 2007:

Michigan did not meet the Indicator 17 target of 100% compliance. Four complaints were fully adjudicated during the FFY 2007. In one case the hearing was conducted within the extended timeline, but the written decision was issued beyond the extended timeline. The report was issued one day after the extended timeline. This one day delay resulted in the slippage from the target of 100% to 75%. The slippage was attributed to staffing, time management and supervision issues within the SOAHR.

The OSE-EIS met several times with the SOAHR administrators and discussed various ways to revise procedures to improve timely completion of due process complaints. Revisions to the IA were discussed and agreed upon throughout the reporting period with written revisions completed in September and November 2008. Revisions included changes to the method of assignment of ALJs, case closure procedures and additional ALJs assigned to special education cases.

<sup>80</sup> Frequently Asked Questions

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2007-2011	<p><i>New:</i> Review the IA between the SOAHR and the OSE-EIS; revise the role and responsibilities of the parties as needed.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Resources</b></p> <p style="text-align: center;">The SOAHR, the OSE-EIS PA staff and Administration</p> </div>	Completion of Due Process Complaints/Hearings within the timelines is a shared responsibility between the OSE-EIS and the SOAHR. The practices and procedures outlined in the IA need to be reviewed and revised to enhance compliance with timelines.
2009-2010	<p><i>New:</i> Create a due process complaint procedures document to reflect new single tier due process complaint system and 2004 IDEA Regulations.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Resources</b></p> <p style="text-align: center;">The OSE-EIS PA staff</p> </div>	<p>Due process complaint procedures must be developed to clarify and implement the single tier system and the changes that are required pursuant to IDEA 2004.</p> <p>The procedures must go through the formal public hearings/comments period.</p>
2007-2009	<i>Revision of Activity #3:</i> Improve the database to track Part B hearings for children who are Part C eligible.	The language was revised to clarify the information the OSE-EIS tracks regarding complaints that involve children who are Part C eligible.
<del>2006-2008</del> 2006-2010	<i>Change in Timeline of Activity #7:</i> Revise due process complaint procedures as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations.	The timeline is extended to develop due process complaint procedures. The procedures are required to clarify and implement the single tier due process rules.
<del>2006-2009</del> 2006-2011	<i>Change in Timeline of Activity #8:</i> Disseminate a due process complaint procedures document to reflect new single tier due process complaint system and 2004 IDEA Regulations.	The timeline is extended. This activity cannot be implemented until other activities (#2 and #3) are completed.
<del>2007-2009</del> 2007-2011	<i>Change in Timeline of Activity #9:</i> Create and disseminate a Michigan special education due process FAQ document.	The timeline is extended. This activity cannot be implement until other activities (#2 and #3) are completed
<del>2006-2007</del> 2006-2010	<i>Change in Timeline of Expired Activity:</i> Revise Michigan	Changes to Michigan administrative rules are required

Timelines	New and Revised Activities	Justification
	Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	to implement the single tier due process system.

### Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 83%. These data are based on six hearings. These data represent slippage from the FFY 2005 data of 100%.</p> <p>The State did not meet its FFY 2006 target of 100%.</p>	<p>The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the timely due process hearing resolution requirements in 34 CFR §300.515.</p>	<p>Refer to the New and Revised Improvement Activities in the table above on page 177.</p>

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 18 (Resolution Session Agreements) Report Development:**

1. See General Overview pages 1-5.
2. Revisions were made to the database used to collect and report resolution sessions.
3. An Administrative Law Judge (ALJ) Summary Report form was implemented which improved collection of resolution session and settlement agreement information.

**Monitoring Priority: Effective General Supervision/Resolution Session Agreements**

(Results Indicator)

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.  
(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2005	36.4%		
2006		36.0%	45.3%
2007		37.0%	<b>64.3% *</b>
Percent = (3.1(a) divided by 3.1) times 100			
*(45 ÷ 70) x 100			

Source: Michigan Hearings Database

**Analysis of Hearing Request Data for FFY 2006 – FFY 2007**

	FFY 2006	FFY 2007
(3) Total Hearing requests <sup>81</sup>	77	88
(3.1) Resolution Sessions (Percent of total hearing requests)	64 (83.1%)	70 (79.5%)
(3.1(a)) Number of resolution session settlement agreements (Percent of resolution sessions)	29 (45.3%)	45 (64.3%)

Source: Michigan Hearings Database

<sup>81</sup> Parents now file a "due process complaint" per IDEA 2004 language, which is synonymous with Hearing Requests as referenced in this SPP Indicator.

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>IMPROVE DATA COLLECTION</b>		
2007-2008	1. Require ALJs to use the ALJ Case Summary Report Form.	This activity was completed. The form was developed, the State Office of Administrative Hearings Rules (SOAHR) agreed to use of the form, and the ALJs began to use the form.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2007-2011	2. Review Interagency Agreement (IA) between the SOAHR and the OSE-EIS; revise the roles and responsibilities of the parties as needed.	The OSE-EIS and the SOAHR met multiple times, agreed to implement changes throughout the year, and formally changed the IA in September 2008.
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2008	3. Provide opportunities for stakeholders' participation in policy, rules, and procedures revisions regarding alternative dispute resolution for resolution sessions.	<p>Opportunities provided by:</p> <ul style="list-style-type: none"> <li>• Survey regarding due process complaints procedures.</li> <li>• Michigan Association of Administrators of Special Education meetings.</li> <li>• Special Education Advisory Committee (SEAC)<sup>82</sup>.</li> <li>• Listserv postings to stakeholders.</li> <li>• Intermediate School District (ISD) directors' monthly conference calls.</li> <li>• ISD planner/monitors' monthly conference calls.</li> <li>• Stakeholders' conferences and workshops.</li> </ul>
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2007-2008	4. Develop policies and procedures to enhance use of alternative dispute resolution for resolution sessions.	<ul style="list-style-type: none"> <li>• The OSE-EIS approved the proposal for enhanced services by mediation grantee, the Michigan Special Education Mediation Program (MSEMP)</li> <li>• Collaboration with Michigan's Integrated Improvement</li> </ul>

<sup>82</sup> Michigan's IDEA mandated special education State Advisory Panel

Timelines	Activities	Status
		Initiatives (MI3) to expand utilization of mediation grantee.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2006-2009	5. Provide technical assistance regarding "Resolution Sessions" and "Resolution Session Settlement Agreements."	<p>This activity was completed through:</p> <ul style="list-style-type: none"> <li>• Michigan Association of Administrators of Special Education meetings.</li> <li>• SEAC.</li> <li>• Listserv postings to stakeholders.</li> <li>• ISD directors' monthly conference calls.</li> <li>• ISD planner/monitors' monthly conference calls.</li> <li>• Stakeholders' conferences and workshops.</li> </ul>

#### Explanation of Progress or Slippage that occurred for FFY 2007:

The Michigan Department of Education (MDE) met and exceeded its Indicator 18 target and had an increase in the number of resolution sessions and the percentage of resolution session settlement agreements from FFY 2006. The OSE-EIS attributes the progress to the multiple technical assistance and professional development activities conducted during the FFY 2007.

#### Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007

None required at this time.

#### Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
<p>The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State's FFY 2006 reported data for this indicator are 45%.</p> <p>The State met its FFY 2006 target of 36%.</p>	<p>OSEP appreciates the State's efforts to improve performance.</p>	<p>None required per FFY 2006 Response Table.</p>



**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 19 (Mediation Agreements) Report Development:**

1. See General Overview pages 1-5.
2. For this indicator, the Office of Special Education and Early Intervention Services (OSE-EIS) used data from the Michigan Mediation Database. The activities continue to focus on the necessary elements to increase the use of mediation throughout the state in order to help parents and educators avoid or resolve conflict relative to special education programs/services.

<b>Monitoring Priority: Effective General Supervision / Mediation Agreements</b> (Results Indicator)
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**Indicator 19:** Percent of mediations held that resulted in mediation agreements.  
 (20 U.S.C. 1416(a)(3)(B))

<b>Measurement:</b> Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.
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Measurable and Rigorous Targets			
FFY	Baseline	Target	Actual
2004	72.7%		
2005		74.0%	87.7%
2006		75.0%	80.4%
2007		76.0%	80.4% *
Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100 * [(0 + 74) ÷ 92] X 100			

Source: Michigan Mediation Database

**Analysis of Mediation Data for FFY 2006 – FFY 2007**

	<b>FFY 2006</b>	<b>FFY 2007</b>
(2.1) Mediations held	60	92
(2.1)(a)(i) Mediations related to due process complaints that resulted in complete agreement (Percent of mediations held)	2 (3.3%)	1 (1.1%)
(2.1)(b)(i) Mediations not related to due process complaints that resulted in complete agreement (Percent of mediations held)	46 (76.7%)	73 (79.3%)
(2.1)(a)(i) + (2.1)(b)(i) (Percent of mediations held)	48 (80.0%)	74 (80.4%)

Source: Michigan Mediation Database

**Discussion of Improvement Activities Completed**

<b>Timelines</b>	<b>Activities</b>	<b>Status</b>
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2006-2011	1. Build capacity of parents and educators to maximize the use of mediation through skill-building workshops.	<p>The Michigan Special Education Mediation Program (MSEMP):</p> <ul style="list-style-type: none"> <li>• Conducted presentations and workshops throughout Michigan to introduce parents and educators to the program and to specific conflict resolution skills.</li> <li>• Worked with the Michigan Alliance for Families and the Citizens Alliance to Uphold Special Education (CAUSE)<sup>83</sup>, which was Michigan's Parent Training and Information Center, to develop workshops that address parent needs.</li> <li>• Developed and conducted an ongoing professional development curriculum in conflict resolution to improve outcomes in IEP meetings for a major intermediate school district.</li> <li>• One MSEMP service center conducted a series of joint parent-educator workshops that were well received and could provide a template for future activities.</li> </ul>

<sup>83</sup> Michigan's Parent Training and Information Center (PTI)

Timelines	Activities	Status
<b>IMPROVE DATA COLLECTION</b>		
2006-2011	2. Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	The MSEMP continues to refine data fields in the OSE-EIS mediation database to better track mediation and Individualized Education Program (IEP) facilitation success rates and also the timeliness and efficiency of program services.
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2006-2011	3. Identify and target areas of the state in particular need of assistance.	The MSEMP will initiate this approach in 2008-2009 as part of a larger effort to modify outreach and training programs.
2006-2011	4. Increase coordination with the OSE-EIS complaint and hearing staff.	The MSEMP: <ul style="list-style-type: none"> <li>Served on an OSE-EIS committee to revise Michigan's state complaint procedures to emphasize the availability of collaborative dispute resolution opportunities before and after a complaint is filed.</li> <li>Served as a resource at conferences for program information important to the OSE-EIS and its constituents.</li> </ul>
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2007-2011	5. Develop and implement a more integrated set of General Supervision activities across <ul style="list-style-type: none"> <li>The general supervision SPP indicators</li> <li>Michigan's Integrated Improvement Initiatives (MI3)</li> <li>Michigan's emerging work with the NCSEAM<sup>84</sup> General Supervision Framework</li> </ul>	As a participant in MI3, the MSEMP: <ul style="list-style-type: none"> <li>Coordinated trainings with Michigan Alliance for Families.</li> <li>Developed a relationship with Center for Educational Networking (CEN) for assistance with outreach.</li> <li>Met with and exchanged program information with MI-Transition Outcomes Project, Statewide Autism Resources and Training, Early On Training and Technical Assistance and the CAUSE.</li> <li>Participated in MI3 design and evaluation learning opportunities.</li> </ul>

<sup>84</sup> National Center for Special Education Accountability Monitoring

Timelines	Activities	Status
<b>PROGRAM DEVELOPMENT</b>		
2006-2011	6. Research and introduce new collaborative problem-solving techniques for use in mediation.	<p>The MSEMP:</p> <ul style="list-style-type: none"> <li>• Incorporated training in IEP facilitation into its required training program for mediators.</li> <li>• Conducted a survey to learn from mediators about successful practices already in use that can be shared with the entire mediator roster.</li> <li>• Researched decision-making aids that can assist parties in organizing discussions and identifying decision points during the IEP facilitation and mediation processes.</li> </ul>
2006-2011	7. Improve mediator trainings held to emphasize techniques for reaching agreements.	<p>The MSEMP:</p> <ul style="list-style-type: none"> <li>• Introduced an advanced mediator training focusing on mediation and facilitation techniques and a broad range of issues presented at mediations conducted by the program.</li> <li>• Strengthened its mediator training by launching a module in cultural diversity. The module is designed to sensitize mediators to cultural differences and thereby improve communication with parties.</li> <li>• Added a module on nonverbal communication.</li> <li>• Continued to use trainers who reflect a range of perspectives on special education issues in a format that provides ample opportunity for trainee interaction and feedback.</li> <li>• Established a listserv by which mediators can exchange professional information, advice and best practices.</li> </ul>
2006-2011	8. Increase the use of IEP facilitation.	<ul style="list-style-type: none"> <li>• Since 2004, facilitated IEP meetings have increased from 11 to 71 annually.</li> <li>• In FFY 2007, the parties in 83% of facilitated IEP meetings agreed with the terms of the IEP and agreed to implement the IEP. This represents an increase from 72% in FFY 2006.</li> <li>• The MSEMP had 107 trained facilitators/mediators in FFY 2006 and 135 in FFY 2007.</li> </ul>

Timelines	Activities	Status
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2007-2011	9. Implement statewide proposed OSE-EIS dispute resolution policy (when approved) encouraging early collaborative dispute resolution before and after the filing of a state complaint.	This activity cannot be implemented until other activities have been completed, including promulgation of proposed State complaint Rules.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2007-2011	10. Launch a newsletter to highlight MSEMP services and proposed policies at the Michigan Department of Education.	<ul style="list-style-type: none"> <li>• The MSEMP published three editions of its newsletter.</li> <li>• The newsletter was distributed to educators and parent groups by CEN through its special education mailing list.</li> <li>• The newsletters were made available for download on the MSEMP Web site.</li> <li>• Topics covered by the newsletter included the OSE-EIS dispute resolution policy, the benefits of mediation and IEP facilitation, and MSEMP performance data.</li> </ul>
2008-2011	11. Provide technical assistance on continuum of dispute resolution alternatives.	<ul style="list-style-type: none"> <li>• The OSE-EIS provided general program information and referral services through a staffed phone line.</li> <li>• Trained MSEMP intake staff described dispute resolution options and program services to callers.</li> <li>• Brochures were distributed by the OSE-EIS and MSEMP that described the program and provided contact information.</li> <li>• A web site was available that described the program and enabled visitors to request services.</li> <li>• Trained staff provided accountability.</li> </ul>

**Explanation of Progress or Slippage that occurred for FFY 2007:**

Michigan exceeded its Indicator 19 target for the year, achieving an agreement rate of 80% compared to a target of 76%. The number of mediations conducted by the MSEMP in FFY 2007 increased to 92 from 60 the previous year. Mediation requests for FFY 2007 totaled 125. Thirty-three requests failed to result in mediation, primarily because the initiating parties withdrew their requests.

Michigan has exceeded its targets for the past three years. The FFY 2007 mediation agreement rate of 80% matched the agreement rate from the previous year despite a significant increase in the number of mediations conducted. The MSEMP stemmed a decline in the mediation agreement rate experienced from FFY 2005 to FFY 2006. The increase in the number of mediations conducted provided opportunities for new mediators to rapidly gain experience.

Overall awareness of mediation continued to rise through increased outreach conducted by the program. The use of IEP facilitation increased to 71 in FFY 2007 from 49 the previous year. A new series of workshops about collaboration in the IEP process was successfully piloted in a major intermediate school district with the long-term aim of fostering more agreement in IEP meetings and reducing complaints.

In summary, the number of mediations conducted increased 53% in FFY 2007. The mediation agreement rate held steady at 80%, exceeding the target. The increase in caseload and the addition of new mediators to the MSEMP Roster of Qualified Mediators produced no change in the agreement rate.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

<b>Timelines</b>	<b>New and Revised Activities</b>	<b>Justification</b>
2006-2011	<i>Revision of Activity #3:</i> Explore feasibility of providing targeted technical assistance in high complaint districts.	Budget considerations have prompted the MSEMP to test new approaches to the delivery of outreach and training. Activities in the future may be offered on a prioritized basis rather than on demand as in the past.
2007-2011	<i>Revision of Activity #10:</i> Publish a newsletter to highlight MSEMP services and proposed policies at the Michigan Department of Education.	Newsletter has been launched. Activity language revised to reflect this is a continuing activity.

Michigan Part B FFY 2006 SPP/APR Response Table from OSEP

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State revised the improvement activities for this indicator in its SPP and OSEP accepts those revisions. The State's FFY 2006 reported data for this indicator are 80%. The State met its FFY 2006 target of 75%.	OSEP appreciates the State's efforts to improve performance.	None required per FFY 2006 Response Table.

**Part B State Annual Performance Report (APR) for FFY 2007 (2007-2008)****Overview of Indicator 20 (Timely and Accurate Data) Report Development:**

1. See General Overview pages 1-5.
2. The Information Management Unit (IMU) and contracted personnel reviewed data submitted in the FFY 2007 Annual Performance Report (APR) and § 618 data submitted on November 1, 2008, and February 1, 2009, to determine the extent to which all reported data were timely, complete, and passed edit checks.
3. They also reviewed:
  - Explanations of year to year changes requested by the Office of Special Education Programs (OSEP) and submitted to Westat.
  - All formulas and instructions provided by the OSEP to assure that they were followed.
  - Planned activities intended to improve data accuracy and timeliness to assess the level to which these activities were developed and implemented.
4. In order to assure that the Office of Special Education and Early Intervention Services (OSE-EIS) is ready to implement emerging changes in data reporting requirements as soon as possible, OSE-EIS representatives routinely participate in OSEP and North Central Regional Resource Center (NCRRC) technical assistance calls, the Westat/OSEP Data Managers' meeting and listserv, the OSEP Leadership and Accountability Conferences, and the Educational Information Management Advisory Consortium (EIMAC, sponsored by the Council of Chief State School Officers/CCSSO).

**Monitoring Priority: General Supervision/Timely and Accurate Data**

(Compliance Indicator)

**Indicator 20:** State reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** State reported data, including Section 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).



Measurable and Rigorous Targets			
a. Submitted on or before due dates			
FFY	Baseline	Target	Actual
2005	100%		
2006		100%	100%
2007		100%	100%
b. Accurate			
2005	90.0%		
2006		100%	100%
2007		100%	100%

Sources: Single Record Student Database and the Michigan Compliance Information System (MI-CIS)

### Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	38
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> (5 pts for submission of APR/SPP by February 2, 2009)		5
	<b>Grand Total</b>		43

Part B Indicator 20 - § 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
			Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		43
Indicator #20 Calculation					
			A. APR Total	43	
			B. 618 Total	43	
			C. Grand Total	86	
Percent of timely and accurate data = (C divided by 86 times 100)			86 / 86 X 100 = 100.0%		

## Discussion of Improvement Activities Completed

Timelines	Activities	Status
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2005-2011	1. Enforce submission deadlines.	The OSE-EIS enforced submission deadlines through district Determinations and by informing all districts in memos and at conferences and organization meetings that districts that do not meet submission deadlines may be subject to lower Determinations and sanctions.
2005-2009	2. Use new Active and Exited student tracking reports to target local districts that need improvement.	The IMU and contracted personnel continued using reports found in the MI-CIS to identify districts that need to make improvements in reporting accurate and timely data.
2005-2011	3. Continue to distribute widely, teach about, and use the Data Portraits.	<p>Data Portraits were:</p> <ul style="list-style-type: none"> <li>• A primary mechanism for assessing and improving the quality of data that districts reported. The OSE-EIS and Interagency Information Systems (IIS) continued to use them as a teaching tool with districts by demonstrating how they can be used to review data and identify data inaccuracies.</li> <li>• Distributed at conferences and organization meetings so that districts could examine their data in order to address potential data problems.</li> <li>• Modified to meet LEA public reporting obligations.</li> <li>• Used by state monitors as a tool for data verification to inform focused monitoring activities.</li> <li>• Used by the local Service Provider Self Review (SPSR) teams as a data source for developing improvement plans.</li> </ul>

Timelines	Activities	Status
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2005-2011	4. Continue implementation of internal process that ensures timely reporting.	The OSE-EIS and IIS designed several business rule documents for the § 618 data tables and State Performance Plan (SPP) indicators. Each document delineates the tasks to be performed, who will perform them, and when they will be completed, in order to produce the § 618 data tables, data needed for each of the SPP indicators, and to meet federal reporting deadlines.
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2005-2011	5. Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	<p>The work consisted of:</p> <ul style="list-style-type: none"> <li>• A variety of methods to assess and verify data accuracy and timeliness issues with those districts that have had difficulties providing accurate and timely data.</li> <li>• Performing quality checks of submitted data to identify common errors in reporting accurate and complete data. Technical assistance was then provided to districts to target these common errors and provide guidance on how to correctly report problematic data elements (i.e. data fields).</li> <li>• Monitoring districts that have had problems with reporting accurate data through the Continuous Improvement and Monitoring System (CIMS) project that verifies a host of data elements.</li> </ul>
2005-2008	6. Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	<p>What was provided:</p> <ul style="list-style-type: none"> <li>• Technical assistance to districts in a variety of forms, including presentations at administrative organization meetings and professional conferences.</li> <li>• A help desk that responds to questions and/or issues related to correct and complete data reporting.</li> <li>• Print materials to districts throughout the reporting year.</li> <li>• Collaboration with the Center for Educational Performance and</li> </ul>

Timelines	Activities	Status
		Information (CEPI) to provide joint technical assistance to special education administrators and data entry personnel to improve data accuracy and completeness when districts report special education data.

#### **Explanation of Progress or Slippage that occurred for FFY 2007:**

The 100% performance represents no change between FFY 2006 and FFY 2007. However, after the submission of § 618 Table 1: Child Count table on February 1, 2008, the OSE-EIS discovered that one district had not reported a December count of students with disabilities. The OSE-EIS has provided technical assistance to this district, therefore ensuring a complete count of all students with disabilities for FFY 2008. In addition, the OSE-EIS will conduct additional cross-checks between data submitted and Michigan's Educational Entity Master, the latter of which provides a complete listing of all districts in Michigan. This additional analysis will ensure that all school districts report a complete December count of students with disabilities.

#### **Revisions with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007**

None required at this time.

#### **Michigan Part B FFY 2006 SPP/APR Response Table from OSEP**

Indicator Status	OSEP Analysis and Next Steps	Michigan Response
The State's FFY 2006 reported data for this indicator are 100% for timeliness and 100% for accuracy. The State met its FFY 2006 targets of 100%.	OSEP appreciates the State's efforts in achieving compliance with IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).	None required per FFY 2006 Response Table.

In April 2008, the OSEP notified the OSE-EIS of data inaccuracies and/or incomplete data for Indicators 4 and 10. As a result, the OSE-EIS clarified and/or corrected data related issues, and the current submission.

- For Indicator 4, the OSE-EIS identified those districts that demonstrated significant discrepancies in their one-year rate of suspension/expulsion for students with disabilities. Identified districts were required to review their policies, procedures, and practices. Districts had previously been identified based on two years of data, although the data were analyzed annually.
- For Indicator 10, the OSE-EIS amended disproportionate representation business rules to reflect identification for each single disability; re-analyzed all district disproportionate representation data from FFY 2005 and FFY 2006 using the new rules; notified districts of their disproportionate representation status; conducted on-site monitoring visits or desk audits; and required districts with inappropriate identification policies, procedures and practices to implement a corrective action plan assuring correction of noncompliance as soon as possible, but in no case later than one year including verification.

## Acronyms Used in the APR

<b>AA-AAS</b>	Alternate Assessments based on Alternate Achievement
<b>AA-MAS</b>	Alternate Assessments based on Modified Achievement
<b>AEPS</b>	Assessment, Evaluation and Programming System for Infants & Children
<b>ALJ</b>	Administrative Law Judge
<b>APR</b>	Annual Performance Report
<b>AYP</b>	Adequate Yearly Progress
<b>CAUSE</b>	Citizens Alliance to Uphold Special Education
<b>CEN</b>	Center for Educational Networking
<b>CEPI</b>	Center for Educational Performance and Information
<b>CIMS</b>	Continuous Improvement and Monitoring System
<b>CIMSAT</b>	Continuous Improvement and Monitoring System Advisory Team
<b>CIMS-2</b>	Continuous Improvement and Monitoring System redesign
<b>COSF</b>	Child Outcome Summary Form
<b>ECE&amp;FS</b>	Early Childhood Education & Family Services
<b>ECO</b>	Early Childhood Outcomes
<b>ECSE</b>	Early Childhood Special Education
<b>EDP</b>	Educational Development Plan
<b>EEM</b>	Educational Entity Master
<b>ELA</b>	English Language Arts
<b>ELPA</b>	English Language Proficiency Assessment
<b>EOT&amp;TA</b>	<i>Early On</i> <sup>®</sup> Training and Technical Assistance Grant
<b>FAPE</b>	Free Appropriate Public Education
<b>FFY</b>	Federal Fiscal Year
<b>GED</b>	General Education Development
<b>GSEG</b>	General Supervision Enhancement Grant
<b>IA</b>	Interdepartmental Agreement
<b>ICC</b>	Interagency Coordinating Council
<b>ICLE</b>	International Center for Leadership in Education
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program
<b>IMU</b>	Information Management Unit
<b>ISD</b>	Intermediate School District (aka ESA, ESD or RESD)
<b>KPI</b>	Key Performance Indicator
<b>LEA</b>	Local Education Agency
<b>LRE</b>	Least Restrictive Environment
<b>MAASE</b>	Michigan Association of Administrators of Special Education
<b>MAISA</b>	Michigan Association of Intermediate School Administrators
<b>MAPs</b>	Mandated Activities Projects
<b>MDE</b>	Michigan Department of Education
<b>MEAP</b>	Michigan Educational Assessment Program
<b>MI 3</b>	Michigan's Integrated Improvement Initiatives (a SPDG)
<b>MiBLSi</b>	Michigan's Integrated Behavior and Learning Support Initiative
<b>MI-CIS</b>	Michigan Compliance Information System
<b>MI-TOP</b>	Michigan Transition Outcomes Project
<b>MMC</b>	Michigan Merit Curriculum
<b>MME</b>	Michigan Merit Exam

## **APR – Part B**

Michigan

<b>MMPI</b>	Michigan Mathematics Program Improvement
<b>MRS</b>	Michigan Rehabilitation Services
<b>MSEMP</b>	Michigan Special Education Mediation Program
<b>NCLB</b>	No Child Left Behind
<b>NCRRC</b>	North Central Regional Resource Center
<b>NCSEAM</b>	National Center for Special Education Accountability Monitoring
<b>NDPC</b>	National Dropout Prevention Center
<b>NGA</b>	National Governors Association
<b>NPSO</b>	National Post School Outcomes Center
<b>NSTTAC</b>	National Secondary Transition Technical Assistance Center
<b>OEAA</b>	Office of Educational Assessment and Accountability
<b>OSE-EIS</b>	Office of Special Education and Early Intervention Services
<b>OSEP</b>	Office of Special Education Programs
<b>OSI</b>	Office of School Improvement
<b>PA</b>	Program Accountability
<b>PAC</b>	Parent Advisory Committee (usually refers to special education)
<b>Part B</b>	Part B of IDEA
<b>Part C</b>	Part C of IDEA 2004
<b>PLAAFP</b>	Present Level of Academic Achievement and Functional Performance
<b>PSA</b>	Public School Academy (aka Charter School)
<b>PSC</b>	Public Sector Consultants
<b>PTI</b>	Parent Training and Information Center
<b>RAP</b>	Review Analysis Process
<b>REL</b>	Regional Education Laboratory
<b>RRC</b>	Regional Resource Center
<b>RtI</b>	Response to Intervention
<b>SEAC</b>	Special Education Advisory Committee, Part B State Advisory Panel
<b>Section 619</b>	Section of Part C, IDEA
<b>SIG</b>	State Improvement Grant
<b>SISEP</b>	State Implementation and Scaling-up of Evidence-based Practices
<b>SOAHR</b>	State Office of Administrative Hearings and Rules
<b>SPDG</b>	State Personnel Development Grant
<b>SPP</b>	State Performance Plan
<b>SPSR</b>	Service Provider Self Review
<b>SRSD</b>	Single Record Student Database
<b>SYV</b>	Shared Youth Vision
<b>WSU</b>	Wayne State University



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**Appendix A:**

**Overview of the  
Continuous Improvement and  
Monitoring System (CIMS)  
As Developed and Implemented  
In Michigan**

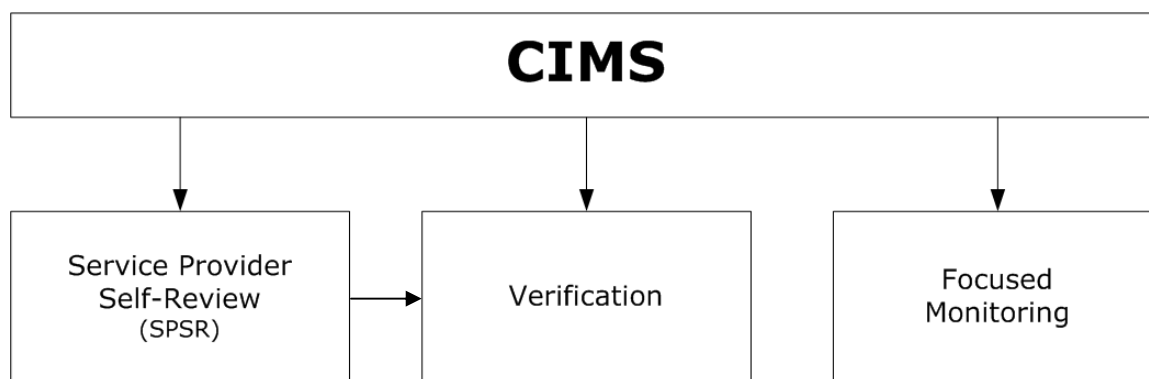
## Continuous Improvement and Monitoring System OVERVIEW

The Continuous Improvement and Monitoring System (CIMS) was designed to broaden the state's monitoring emphasis. Now operational statewide, the CIMS is Michigan's model for monitoring both compliance and outcomes for children and students with disabilities and their families. This design effort was facilitated by the work of a stakeholder group established by the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services (OSE-EIS) in the fall of 2003. The group's members represented intermediate school district (ISD) administrators and monitors, parents, school administrators, the OSE-EIS, *Early On*<sup>®</sup> staff, and others. The results of that work moved Michigan educators from a cyclical closed-ended monitoring system into one of continuous improvement.

The CIMS was used by districts, state schools, state agencies, and Part C service areas.

While the previous monitoring system focused primarily on procedural compliance, CIMS included compliance monitoring, program effectiveness, and student outcomes. Unlike the previous system, which depended on cyclical MDE monitoring activities, CIMS involved collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of CIMS was to have districts and agencies better understand the operation and effectiveness of programs for students with disabilities and develop plans for targeted use of resources. This overview discusses all of the CIMS components for 2007-08. (Note: The CIMS is currently under re-design as "CIMS-2" and will go live in April 2009.)

The CIMS process included the following components: Service Provider Self review (SPSR), verification, and focused monitoring.



**SERVICE PROVIDER SELF REVIEW PART B**

The purpose of the SPSR was to improve the performance of students with disabilities so they would have a successful transition to adult life. Each school district in Michigan reviewed the effectiveness of its programs and services over the last three years with approximately one third of districts in each ISD represented each year. An electronic workbook tool that included data from state and local sources assisted the districts in their self review process.

For the 2007-2008 SPSR, the following plan was implemented to ensure timely correction of areas of noncompliance identified by districts in the course of their self review:

1. The districts developed improvement plans for all Key Performance Indicators (KPIs) rated “not in compliance” and separate corrective action plans for compliance KPI 1 (Child Find), KPI 5 (IEP Development, Implementation, and Timelines) and KPI 9 (Preparation and Planning for Adult Life).
2. The MDE and Intermediate School Districts (ISDs) will verify that the corrective action plans are implemented and that noncompliance has been corrected as soon as possible but no later than one year from the notification of noncompliance. For the 2007-2008 SPSR, all locals were required to correct noncompliance by January 31, 2009.
3. Once the MDE verifies that the areas of noncompliance have been corrected, the State will notify the districts in writing and the corrective action plan will be closed out.
4. In the event that all areas of noncompliance have not been corrected, MDE will take action to promptly bring the district into compliance, which may include development of a compliance agreement, increased State supervision, and/or financial sanctions.

This team process emphasized the analysis of KPIs for students with disabilities. The districts participating in the SPSR ensured that they were in compliance with the Individuals with Disabilities Act (IDEA) of 2004 and the Michigan Administrative Rules for Special Education. Through an improvement plan (changed to a corrective action plan for the 2007-2008 SPSR), issues of noncompliance were to be corrected as soon as possible but no later than one year. The purpose of the plan was to: 1) focus on achieving systemic change to improve results for students with disabilities, and, more importantly, 2) to achieve compliance.

All individual student level findings of noncompliance were to be addressed with a Student Level Corrective Action Plan as soon as possible but no later than thirty calendar days.

## VERIFICATION

The purpose of verification review was to ensure that the districts properly implemented the SPSR and that the results were valid. An on-site review of selected LEAs by an OSE-EIS monitoring team took place at the ISD level. The OSE-EIS team reviewed the districts' SPSR submissions and supporting documentation and verified that specific performance standards were met. The team provided a report to the district detailing the verification visit. The team also examined additional areas of concern to the OSEP and the OSE-EIS.

## FOCUSED MONITORING

Focused monitoring has been defined by the National Center for Special Education Accountability and Monitoring as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance/results to maximize resources, emphasize important variables, and increase the probability of improved results."

The FFY 2007 focused monitoring targeted a selected set of State Performance Plan (SPP) indicators: Indicator 4 (Suspension/Expulsion), Indicator 5 (Educational Environments), Indicator 9 (Disproportionate Representation—Child with a Disability), and Indicator 10 (Disproportionate Representation—Eligibility Category). Selected priorities were consistent with those of the OSEP and the SPP. Based on these priorities, the OSE-EIS reviewed district data and selected districts for on-site focused monitoring.

The focused monitoring on-site reviews were conducted by an OSE-EIS team and the ISD monitor. While on-site, the OSE-EIS team gathered information through interviews, record reviews, and review of district policies, procedures and practices.

After completion of the on-site visit, the districts received a Report of Findings from the OSE-EIS. Upon receipt of the report, the districts developed corrective action plans to address findings of noncompliance leading to the required evidence of correction. Progress reports were submitted per an established schedule. Technical assistance was provided by the OSE-EIS. All areas of noncompliance are to be corrected as soon as possible, but no later than one year.

The OSE-EIS follows-up with each district to ensure that all areas of noncompliance are corrected within a year and a formal notification of closeout occurs. Should there continue to be findings of noncompliance, the State will take enforcement actions, including compliance agreements, to bring the district into compliance as soon as possible.

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**Appendix B:**

**Michigan's Integrated Improvement Initiatives (MI 3)**

**MI3-Michigan's Integrated Improvement Initiatives**  
**"A systems approach to program improvement"**  
**January 2009**

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) has been developing a system to better advance evidence-based practices in the field of education to support diverse learners. The OSE-EIS has historically funded numerous statewide initiatives, Mandated Activities Projects (MAPs)<sup>85</sup>, under Part B of the Individuals with Disabilities Education Act (IDEA) for students with disabilities ages 3 through 21. These state initiatives have typically addressed needs identified through new federal and/or state mandates, systemic compliance findings or stakeholder based concerns.

Changes to federal education legislation have heightened the focus on both student performance and system accountability. These changes, reflected in No Child Left Behind (NCLB) and IDEA, have also brought a clear focus on evidence-based practices to enhance and improve instructional delivery. Aligned with these changes is a focus on fiscal expenditures and cost to value assessments. As a result it becomes more important that activities funded under the IDEA result in improved system efficiencies and effectiveness. The need to coordinate, integrate and evaluate these activities requires a new approach and systematic assessment of cost efficiencies and program effectiveness. Thus the need for Michigan's Integrated Improvement Initiatives, MI3, was conceptualized.

The OSE-EIS is required under the IDEA to have a system of "General Supervision" in place to insure compliance and effective implementation of statutory requirements. The eight (8) components of a system of General Supervision are:

1. State Performance Plan
2. Policies, Procedures and Practices
3. Data on Processes and Results
4. Targeted Technical Assistance and Personnel Development
5. Effective Dispute Resolution
6. Integrated Monitoring Activities
7. Improvement, Correction, Incentives and Sanctions
8. Fiscal Management

A systems approach to program improvement aligns well within the structure of "General Supervision" and enhances the ability of the OSE-EIS to respond affirmatively to the statutory and regulatory requirements of the IDEA.

The design of MI3 is predicated upon effective strategies, supported by research and evidence-based practice, effective implementation of those strategies, development of capacity to sustain improved results over time and the efficient use of resources to reach across the entire state. Although MI3 is still in the early stages of development, directors and key staff of identified state initiatives have been meeting and providing input on strategies of how to work together to better

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<sup>85</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

serve students with unique and diverse learning needs. These strategies include, but are not limited to, increased cooperation and integration across all projects in the areas of marketing and communication, project/process management, evaluation, fiscal management and effective implementation of evidence-based practices. “MI3 is a systems framework that offers a well organized approach to systems change,” said Dr. Jacquelyn Thompson, Director of OSE-EIS; “we are looking for a better way to connect the fix with the need for improved services.”

A lynch pin component of the MI3 design is the research on implementation. Part of the “discovery” work is a collective understanding of the purpose of each state initiative, the evidence-based practices or mandates each project supports, how data are collected and used, how projects manage resources and what strategies projects use for marketing and communication. A key element in any change process is how well and how consistently a practice is implemented. Drs. Dean Fixsen and Karen Blasé, co-directors of the National Implementation Research Network (NIRN), have completed a comprehensive meta-analysis of the research on implementation practices. This research forms the basis of the design of MI3’s mission, to coordinate and integrate the use of evidenced based practices and support effective implementation of these practices across Michigan.

“It is important to recognize that a gap exists between research and practice,” says Fixsen, “this gap is called the implementation gap.” As co-director and a founding member of NIRN, Fixsen and his colleagues determined that good implementation practices are required in order to achieve good outcomes for consumers. NIRN has compiled documentation of the research done on evidence-based practices across the human services field. A review of this research, *Implementation Research: A Synthesis of the Literature* can be accessed by visiting the following website: <http://nirn.fmhi.usf.edu/resources/detail.cfm?resourceID=31>

“Michigan is on the cutting edge”, Fixsen said. “As a systems integration mechanism, MI3 offers the opportunity for professionals to work together toward a common goal of systems change for the betterment of Michigan’s special education community.” Fixsen explained that there has been a shift from a “letting it happen” mentality, in which laws and regulations guide education through manuals, to a “helping it happen” mentality, which results in training and skill building. Fixsen said now is the time, however, to shift into a “making it happen” mentality with the active involvement of teams working with communities and researchers to create successful practices and programs.

“In order to create a self-sustaining system that bases changes on student success, a ‘feedback loop’ also must exist,” according to Fixsen. “This highlights the need for quality evaluation, which seeks to ensure that services being delivered are making a measurable difference in a student’s life. Ensuring ‘fidelity,’ the degree to which a program is actually providing desired results on individual students, plays a large part in the overall success of systems reform.”

“Once a better system of implementation is in place, the use of individual programs—known as intervention practices—can be better assessed,” Fixsen

explained. “Core intervention components dictate that the program must be clearly described, have a practical measure of determining fidelity through evaluation and feedback, and be field tested.”

“You have to get policy and practice aligned—practice informing policy” Fixsen said. “It’s hard work, but the outcome for the students will be well worth the effort.”

While the design of the MI3 system is informed by the work of the National Implementation Research Network, key staff from Central Michigan University (CMU) will evaluate the impact of MI3. Dr. Suzanne Shellady, chair of the Department of Counseling and Special Education, is working closely with Beth Steenwyk, MI3 Director of State Special Education Projects, in the design and implementation of an evaluation system for MI3.

Members of the MI3 Initiative include the following initiatives:

1. Citizens Alliance to Uphold Special Education (CAUSE)
2. Center for Educational Networking (CEN)
3. Continuous Improvement and Monitoring System (CIMS)
4. Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi)
5. Michigan Alliance for Families
6. Michigan Department of Education-Low Incidence Outreach (MDE-LIO)
7. Michigan Mathematics Program Improvement (MMPI)
8. Michigan’s Integrated Technology Supports (MITS)
9. Michigan Special Education Mediation Program (MSEMP)
10. Michigan Transition Outcomes Project (MI-TOP)
11. Project Find Michigan
12. Statewide Autism Resources and Training (START)
13. OSE-EIS Technical Assistance/Professional Development (TA-PD)

For more information please contact:

Beth A. Steenwyk

Director of State Special Education Projects

Michigan’s Integrated Improvement Initiatives (MI3)

231-288-4001

[beth.a.steenwyk@mac.com](mailto:beth.a.steenwyk@mac.com)



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**Appendix C:**

**Parent Surveys: Preschool and School Age**

## Parent Survey—Preschool Special Education

Please FILL IN circles like this ●, not ✗ or ⊖. You can use a pen or pencil.

Please think about your child whose initials are at the end of the code number located at the top right corner of this survey. Consider this child in answering the questions.

*This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.[NCSEAM]*

(For each question, please FILL IN ONE circle)

### Preschool Special Education Partnership Efforts and Quality of Services

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am considered an equal partner in planning my child's preschool special education.	①	②	③	④	⑤	⑥
2. I am part of the Individualized Educational Program (IEP) decision-making process.	①	②	③	④	⑤	⑥
3. IEP meetings are scheduled at a time and place that are convenient for me.	①	②	③	④	⑤	⑥
4. My recommendations are included on the IEP.	①	②	③	④	⑤	⑥
5. My child's IEP covers all the things it should.	①	②	③	④	⑤	⑥
6. My child's IEP tells how my child's progress will be measured.	①	②	③	④	⑤	⑥
7. My child's IEP goals are written in a way that I can work on them at home during daily routines.	①	②	③	④	⑤	⑥
8. My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	①	②	③	④	⑤	⑥
9. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP.	①	②	③	④	⑤	⑥
10. I was offered special assistance (e.g., child care or transportation) so that I could participate in the IEP meeting(s).	①	②	③	④	⑤	⑥
11. My child's evaluation report was written using words I understand.	①	②	③	④	⑤	⑥
12. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	①	②	③	④	⑤	⑥

(For each question, please FILL IN ONE circle)

**Preschool Special Education Partnership  
Efforts and Quality of Services**

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
13. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	①	②	③	④	⑤	⑥
14. My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services.	①	②	③	④	⑤	⑥
15. My child received all the supports for transition listed in our IEP/IFSP.	①	②	③	④	⑤	⑥

**People from preschool special education,  
including teachers and other service providers:**

16. — helped my child have a smooth transition to preschool special education.	①	②	③	④	⑤	⑥
17. — are knowledgeable.	①	②	③	④	⑤	⑥
18. — are willing to learn about the needs of my child.	①	②	③	④	⑤	⑥
19. — expect positive outcomes for my child.	①	②	③	④	⑤	⑥
20. — seek out family input.	①	②	③	④	⑤	⑥
21. — seek out information regarding my child's disability.	①	②	③	④	⑤	⑥
22. — provide me with clear written information about my child.	①	②	③	④	⑤	⑥
23. — provide me with information in my native language or in another language I understand.	①	②	③	④	⑤	⑥
24. — provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	①	②	③	④	⑤	⑥
25. — are available to speak with me.	①	②	③	④	⑤	⑥
26. — have a person on staff that is available to answer parents' questions.	①	②	③	④	⑤	⑥
27. — treat me as an equal team member.	①	②	③	④	⑤	⑥
28. — encourage me to participate in the decision-making process.	①	②	③	④	⑤	⑥
29. — respect my culture.	①	②	③	④	⑤	⑥
30. — value my ideas.	①	②	③	④	⑤	⑥

(For each question, please FILL IN ONE circle)

**People from preschool special education,  
including teachers and other service providers:**Very  
Strongly  
DisagreeStrongly  
Disagree

Disagree

Agree

Strongly  
AgreeVery  
Strongly  
Agree31. — ensure that I fully understand my rights  
related to preschool special education.

①

②

③

④

⑤

⑥

32. — communicate regularly with me regarding my  
child's progress on IEP goals.

①

②

③

④

⑤

⑥

33. — give me options about my child's services and  
supports.

①

②

③

④

⑤

⑥

34. — provide services to my child in a timely way.

①

②

③

④

⑤

⑥

35. — provide my child with all the services listed on  
my child's IEP.

①

②

③

④

⑤

⑥

36. — consult with me to set appropriate learning  
goals for my child.

①

②

③

④

⑤

⑥

37. — give me strategies to deal with my child's  
behavior.

①

②

③

④

⑤

⑥

38. — give me enough information to know if my  
child is making progress.

①

②

③

④

⑤

⑥

39. — give me enough information about the  
approaches they use to help my child learn.

①

②

③

④

⑤

⑥

40. — give me information about the research that  
supports the approaches they use to help my  
child learn.

①

②

③

④

⑤

⑥

41. — give me information about organizations that  
offer support for parents (for example,  
Michigan Alliance for Families, Parent Training  
and Information Centers, Family Resource  
Centers, disability groups).

①

②

③

④

⑤

⑥

42. — offer children without disabilities and their  
families the opportunity to learn about children  
with disabilities.

①

②

③

④

⑤

⑥

43. — work together with my child's preschool  
program (e.g., preschool, child care or Head  
Start) to carry out my child's IEP plan.

①

②

③

④

⑤

⑥

44. — offer parents training about preschool special  
education.

①

②

③

④

⑤

⑥

45. — offer parents different ways of communicating  
with people from preschool special education  
(e.g., face-to-face meetings, phone calls,  
e-mail).

①

②

③

④

⑤

⑥

(For each question, please FILL IN ONE circle)

**People from preschool special education,  
including teachers and other service providers:****Very  
Strongly  
Disagree****Strongly  
Disagree****Disagree****Agree****Strongly  
Agree****Very  
Strongly  
Agree**

46. — explain what options parents have if they disagree with a decision made by the preschool special education program.

①

②

③

④

⑤

⑥

47. — invite parents to help train staff.

①

②

③

④

⑤

⑥

48. — give parents the help they may need, such as transportation, to play an active role in their child's learning and development.

①

②

③

④

⑤

⑥

49. — offer supports for parents to participate in training workshops.

①

②

③

④

⑤

⑥

50. — connect families with one another for mutual support.

①

②

③

④

⑤

⑥

**Now, we would like to ask you some final questions about your family.**51. Please identify your relationship to the child *(Please FILL IN ONE circle that best applies):*

Ⓐ Mother

Ⓒ Grandparent

Ⓔ Other Caregiver: \_\_\_\_\_

Ⓑ Father

Ⓓ Other Relative

52. Please select the ethnic identity category that best describes how you identify yourself:

*(Please FILL IN ONE circle that best applies)*

Ⓐ Anglo / Non-Hispanic White

Ⓒ Arab / Arab-American

Ⓔ Hispanic / Latino

Ⓑ African American / Black

Ⓓ Asian / Pacific Islander

Ⓕ Native American / American Indian

Ⓖ Other: \_\_\_\_\_

53. What was your family's total income for 2006? *(Please FILL IN ONE circle that best applies)*

Ⓐ Under \$10,000

Ⓒ \$15,000 to \$24,999

Ⓔ \$35,000 to \$49,999

Ⓖ \$75,000 and over

Ⓑ \$10,000 to \$14,999

Ⓓ \$25,000 to \$34,999

Ⓕ \$50,000 to \$74,999

Ⓗ No answer

54. What was your child's age when first referred to early intervention or special education?

Ⓐ Under 1 year OR Ⓐ Age in years: \_\_\_\_\_**THANK YOU for taking time to fill out the Parent Survey – Preschool Special Education.**

📬 Please return it to us in the self-addressed envelope or to:

Dr. Lyke Thompson  
Wayne State University  
Center for Urban Studies  
656 W. Kirby, #3040 FAB  
Detroit, MI 48202

**SAMPLE****Parent Survey—Special Education**

Please FILL IN circles like this ●, not ✗ or ⊖. You can use a pen or pencil.

Please think about your child whose initials are at the end of the code number located at the top right corner of this survey. Consider this child in answering the questions.

*This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child. [NCSEAM]*

(For each question, please FILL IN ONE circle)

**Schools' Efforts to Partner with Parents**

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	①	②	③	④	⑤	⑥
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	①	②	③	④	⑤	⑥
3. At the IEP meeting, we discussed how my child would participate in statewide assessments, such as the MEAP or MI-Access.	①	②	③	④	⑤	⑥
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	①	②	③	④	⑤	⑥
5. All of my concerns and recommendations were documented on the IEP.	①	②	③	④	⑤	⑥
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	①	②	③	④	⑤	⑥
7. I was given information about organizations that offer support for parents of students with disabilities.	①	②	③	④	⑤	⑥
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	①	②	③	④	⑤	⑥
9. My child's evaluation report is written in terms I understand.	①	②	③	④	⑤	⑥
10. Written information I receive is written in an understandable way.	①	②	③	④	⑤	⑥
11. Teachers are available to speak with me.	①	②	③	④	⑤	⑥
12. Teachers treat me as a team member.	①	②	③	④	⑤	⑥

**SAMPLE**

(For each question, please FILL IN ONE circle)

Teachers and administrators:	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
13. - seek out parent input.	(1)	(2)	(3)	(4)	(5)	(6)
14. - show sensitivity to the needs of students with disabilities and their families.	(1)	(2)	(3)	(4)	(5)	(6)
15. - encourage me to participate in the decision-making process.	(1)	(2)	(3)	(4)	(5)	(6)
16. - respect my cultural heritage.	(1)	(2)	(3)	(4)	(5)	(6)
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	(1)	(2)	(3)	(4)	(5)	(6)
<b>The school:</b>						
18. - has a person on staff who is available to answer parents' questions.	(1)	(2)	(3)	(4)	(5)	(6)
19. - gives me information regularly about my child's progress on IEP goals.	(1)	(2)	(3)	(4)	(5)	(6)
20. - gives me choices about services that address my child's needs.	(1)	(2)	(3)	(4)	(5)	(6)
21. - offers parents training about special education issues.	(1)	(2)	(3)	(4)	(5)	(6)
22. - offers parents a variety of ways to get in touch with teachers.	(1)	(2)	(3)	(4)	(5)	(6)
23. - gives parents the help they may need to play an active role in their child's education.	(1)	(2)	(3)	(4)	(5)	(6)
24. - provides information on agencies that can assist my child in the transition from school.	(1)	(2)	(3)	(4)	(5)	(6)
25. - explains what options parents have if they disagree with a decision of the school.	(1)	(2)	(3)	(4)	(5)	(6)
26. - encourages student involvement in transition planning.	(1)	(2)	(3)	(4)	(5)	(6)
27. My child is taught in regular classes, with supports, to the maximum extent appropriate.	(1)	(2)	(3)	(4)	(5)	(6)

(For each question, please FILL IN ONE circle)

	YES	NO	Don't Know
28. Do you have a copy of your child's school handbook that describes acceptable and unacceptable behaviors and their consequences?	(Y)	(N)	(?)
29. Are you aware of the rules that your child's school expects him/her to follow?	(Y)	(N)	(?)
30. Do you believe that your child can follow these rules?	(Y)	(N)	(?)

**SAMPLE**

(For each question, please FILL IN ONE circle)

	<b>YES</b>	<b>NO</b>	<b>Don't Know</b>
31. Was your last IEP team meeting scheduled at a convenient time?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 32	Please go to question 31a	Please go to question 32
31a. Did the school find another time that met your needs?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
32. Was your last IEP team meeting scheduled at a convenient location?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 33	Please go to question 32a	Please go to question 33
32a. Did the school find another location that met your needs?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
33. Were you able to attend your child's last IEP team meeting?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 34	Please go to question 33a	Please go to question 34
33a. Did the school offer you other ways to participate?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 33b	Please go to question 34	Please go to question 34
33b. What other ways did the school offer for you to participate?			

(For each question, please FILL IN ONE circle)

	<b>YES</b>	<b>NO</b>	<b>Don't Know</b>
34. Did you want or need the help of a translator during your child's evaluation?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 34a	Please go to question 35	Please go to question 35
34a. Did you ask for a translator?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 34b	Please go to question 35	Please go to question 35
34b. Were you provided the help of a translator?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?

**SAMPLE**



(For each question, please FILL IN ONE circle)

	<b>YES</b>	<b>NO</b>	<b>Don't Know</b>
35. At your child's last Individualized Educational Program (IEP) team meeting or other program-planning meeting, did you want or need the help of an interpreter?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 35a	Please go to question 36	Please go to question 36
35a. Were you provided the help of an interpreter?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 35b	Please go to question 36	Please go to question 36
35b. Was the interpreter able to translate information effectively?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?

(For each question, please FILL IN ONE circle)

	<b>YES</b>	<b>NO</b>	<b>Don't Know</b>
36. Was the notice of your child's program planning meetings in your native language?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 37	Please go to question 36a	Please go to question 37
36a. Were you informed of your child's program planning meetings in other ways?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to question 36b	Please go to question 37	Please go to question 37
36b. How were you informed?			
<hr/>			
<hr/>			
37. Did you find reports on your child's progress helpful?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
38. Is your child's progress meeting your expectations?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
39. Does your child have a post-school transition plan?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
	Please go to questions 39 a & b	Please go to question 40	Please go to question 40
39a. Do you believe that your child's transition plan reflects your child's post school goals?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?
39b. Do you believe that your child's transition plan will prepare him/her for adult life in a way that is consistent with his/her post school goals?	<input type="radio"/> Y	<input type="radio"/> N	<input type="radio"/> ?

# SAMPLE

**Now, we would like to ask you some final questions about your family.**

40. Please identify your relationship to the child  
(Please FILL IN ONE circle that best applies):

- ☐ A Mother                      ☐ C Grandparent                      ☐ E Other Caregiver: \_\_\_\_\_  
☐ B Father                      ☐ D Other Relative

41. Please select the ethnic identity category that best describes how you identify yourself:  
(Please FILL IN ONE circle that best applies)

- ☐ A Anglo / Non-Hispanic White    ☐ C Arab / Arab-American    ☐ E Hispanic / Latino  
☐ B African American / Black    ☐ D Asian / Pacific Islander    ☐ F Native American / American Indian  
☐ G Other: \_\_\_\_\_


42. What was your family's total income for 2006?  
(Please FILL IN ONE circle that best applies)

- ☐ A Under \$10,000    ☐ C \$15,000 to \$24,999    ☐ E \$35,000 to \$49,999    ☐ G \$75,000 and over  
☐ B \$10,000 to \$14,999    ☐ D \$25,000 to \$34,999    ☐ F \$50,000 to \$74,999    ☐ H No answer

43. What was your child's age when first referred to early intervention or special education?

- ☐ Under 1 year OR    ☐ Age in years: \_\_\_\_\_

**THANK YOU for taking time to fill out the Parent Survey – Special Education.**

 Please return it to us in the self-addressed envelope or to:

Dr. Lyke Thompson  
Wayne State University  
Center for Urban Studies  
656 W. Kirby, #3040 FAB  
Detroit, MI 48202

# SAMPLE

**FFY 2007 Annual Performance Report**

**Appendix D:**

**Disproportionate Representation**

**Business Rules**

**Office of Special Education and Early Intervention  
Michigan Department of Education**

**Business Rules for Calculation of LEA Disproportionate Representation  
in Special Education & Related Services  
for All Disabilities and for Specific Categories of Disabilities  
by Race/Ethnicity**

**July 2008 Revision**

1. Disproportionate representation calculations use data from both the fall Single Record Student Database (SRSD)<sup>86</sup> and the December 1<sup>st</sup> Michigan Compliance Information System (MI-CIS)<sup>87</sup> of the year being reviewed (e.g. SRSD Fall 2007, and MI-CIS December 1, 2007). Only students with disabilities, ages 6 through 21, per the Individuals with Disabilities Education Act (IDEA) Part B definition, are counted. Students placed by state agencies in residential facilities within district boundaries are excluded.
2. Calculations are only performed for districts with 30 or more students with disabilities.
3. Calculations are only performed for districts with a total enrollment (including special education) comparison group of ≥ 100 in the operating district.
4. Calculations are only performed for racial/ethnic subgroups (American Indian, Asian, Black, Hispanic, and White) with 10 or more students in a given disability category (cognitive impairment, emotional impairment, specific learning disability, other health impairment, speech and language impairment and autism spectrum disorder).
5. A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are at least 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group). See the following URL page 16 to 18:  
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>
6. An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups (disability comparison group). See the following URL page 21 to 22:  
<http://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

<sup>86</sup> Single Record Student Database (SRSD) is the statewide data system for all schools/students.

<sup>87</sup> The Michigan Compliance Information System (MI-CIS) is the statewide special education data system.

7. A Risk Ratio (RR) is used to determine disproportionate representation when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (which is used to calculate WRRs and ARR). The RR compares identification rates by race/ethnicity against the district's total student population.
8. Two sets of the three ratios (WRR, ARR and/or RR) are calculated for each district, using the Operating district and Resident district data, for each racial/ethnic group across all disabilities and for each racial/ethnic group within each of the six designated disability categories. If there is an Operating district ratio but no Resident district ratio (due to a small number of resident students), the Operating district ratio is used to determine disproportionate representation. If there is no Operating district ratio, but there is a Resident district ratio, the district is not considered. Public School Academies (PSAs)<sup>88</sup> have only one set of ratios as they are only Operating districts.
9. The lower of the district's Operating district ratio or Resident district ratio is used to determine Over-Representation. Districts are considered to have Over-Representation when the appropriate ratio (WRR, ARR or RR) is greater than 2.5 for two consecutive years for any racial/ethnic group across all disabilities or for any racial/ethnic group within a single disability category.
10. The higher of the district's Operating district ratio or Resident district ratio is used to determine Under-Representation. Districts are considered to have Under-Representation when the appropriate ratio (WRR or ARR) <0.4 for two consecutive years for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category.
11. LEAs identified as having disproportionate representation per the above business rules will go through data verification. Upon completion of the verification process, the results will be reviewed in conjunction with data from multiple sources to determine appropriate focused monitoring activities.

#### Designating Race/Ethnicity for Students

*SRSD Fall 2007 and December 1 Count in MI-CIS (Field 22)*

In the SRSD and MI-CIS manuals, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity which are reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported in Field 22. A **number 1** aligned with a racial/ethnic group indicates that it has the first priority.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group.

---

<sup>88</sup> Public School Academies are Michigan's term for charter schools. These schools constitute their own LEA.

*Designating Race/Ethnicity for Students Indicating Multiple Priorities*

In the case of multiple number ones (1s), the student is indicating more than one racial/ethnic group. When this occurs, CEPI categorizes the student as **multiracial/ethnic**. CEPI evaluates student records only in terms of the designation of code "1" for race/ethnic groups.

The Office of Special Education Programs (OSEP) of the US Department of Education utilizes a different racial/ethnic group classification system than that used by CEPI. First, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the OSEP category Asian. Second, OSEP does not recognize the classification of multiracial/ethnic. Therefore, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP recommends distributing multiracial students proportionately into the other race/ethnicity categories.

*Proportional Allocation of Multiracial/ethnic Students*

The following is a step-by-step process for this proportional allocation:

1. Subtract the multiracial students from the population total
2. Calculate the proportion of each remaining racial/ethnic category for this new total
3. Multiply the multiracial total by the calculated proportions of the remaining racial/ethnic categories
4. Add the results to the appropriate racial/ethnic group
5. This process is followed for each remaining racial/ethnic group until the multiracial students are distributed proportionally across all groups.

**Example:** Reported values:

White = 2705.0, Black = 88.0, Asian = 25.0,  
American Indian = 11.0, Hispanic = 68.0, Multiracial = 29.0

Total of White through Hispanic = 2897

White % =  $2705/2897 = 0.9337$

To determine the white proportion of the multiracial:

$29 * 0.9337 = 27.078$

Then add that to white:  $2705 + 27 = 2732$

**FFY 2007 Annual Performance Report**

**Appendix E:**

**Compliance Checklist for Secondary Transition**

# Compliance Checklist for Secondary Transition – SPP13

**Indicator 13 – Secondary Transition Services:** Percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percentage = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals divided by # of youth with an IEP age 16 and above times 100.

To achieve compliance on this indicator an IEP Review must be able to answer “yes” to all questions.

STUDENT INFORMATION

ISD

District

Student Name

Student No.

Student Date of Birth

Ethnicity

Disability

[SERIAL]

Defined IEP elements for SPP-13:	Evidence for regulatory compliance:	
Description of evidence for compliance/performance:	Is there documentation in student's IEP?	
1. The student's postsecondary vision (postsecondary goals) is identified. ....	Yes Y	No N
2. The IEP identifies current student: ..... <div><input type="radio"/> Needs</div> <div><input type="radio"/> Academic Achievement</div> <div><input type="radio"/> Functional Performance</div> <div>(Must have evidence of all 3 items.)</div>	Yes Y	No N
3. The IEP identifies transition services (including courses of study) aligned with the postsecondary vision (postsecondary goals). ....	Yes Y	No N
4. The IEP identifies at least one annual IEP goal aligned with the postsecondary vision (postsecondary goals). ....	Yes Y	No N
5. The identified annual IEP goal is measurable. ....	Yes Y	No N
6. The IEP was convened within at least an annual time frame. ....	Yes Y	No N

Is this IEP in compliance with the requirements of Indicator 13? ... Yes Y No N

PLEASE DO NOT WRITE IN THIS AREA



**FFY 2007 Annual Performance Report**

**Appendix F:**

**Table 6 Assessment**

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT: 11/1/2007

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	15736	118468
4	17089	118963
5	17477	119222
6	16912	121072
7	17473	125515
8	17480	126545
HIGH SCHOOL (SPECIFY GRADE:) 11	14506	123816

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	12848	4751
4	13880	6021
5	14345	7262
6	13547	6714
7	13895	5993
8	13958	6092
HIGH SCHOOL : 11	10543	8172

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	2787	-9	-9	2787
4	3049	-9	-9	3049
5	3102	-9	-9	3102
6	3149	-9	-9	3149
7	3352	-9	-9	3352
8	3309	-9	-9	3309
HIGH SCHOOL : 11	2768	-9	-9	2768

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS <sup>2</sup> (9)
3	35	-9	-9	-9	-9
4	42	-9	-9	-9	-9
5	35	-9	-9	-9	-9
6	77	-9	-9	-9	-9
7	49	-9	-9	-9	-9
8	55	-9	-9	-9	-9
HIGH SCHOOL : 11	533	-9	-9	-9	-9

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

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OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009  
STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MEAP	3589	6333	2870	56	-9	-9	-9	-9	-9	12848
4	MEAP	2788	6253	3674	1165	-9	-9	-9	-9	-9	13880
5	MEAP	2135	4228	5879	2103	-9	-9	-9	-9	-9	14345
6	MEAP	1763	2931	4960	3893	-9	-9	-9	-9	-9	13547
7	MEAP	1379	3014	7310	2192	-9	-9	-9	-9	-9	13895
8	MEAP	1437	2967	4861	4693	-9	-9	-9	-9	-9	13958
HIGH SCHOOL : 11	MME	98	790	863	8792	-9	-9	-9	-9	-9	10543

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

2

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL <sup>1</sup>
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 11		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:  

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 11		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:           

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>4</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.



TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3							10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	MI-Access	1313	852	622	-9	-9	-9	-9	-9	-9	2787	821
4	MI-Access	1502	940	607	-9	-9	-9	-9	-9	-9	3049	1076
5	MI-Access	1354	937	811	-9	-9	-9	-9	-9	-9	3102	1105
6	MI-Access	1497	1006	646	-9	-9	-9	-9	-9	-9	3149	1388
7	MI-Access	1510	857	985	-9	-9	-9	-9	-9	-9	3352	1529
8	MI-Access	1403	1191	715	-9	-9	-9	-9	-9	-9	3309	1855
HIGH SCHOOL : 11	MI-Access	618	1299	851	-9	-9	-9	-9	-9	-9	2768	1354

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION C. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	12848	-9	-9	2787	35	15670
4	13880	-9	-9	3049	42	16971
5	14345	-9	-9	3102	35	17482
6	13547	-9	-9	3149	77	16773
7	13895	-9	-9	3352	49	17296
8	13958	-9	-9	3309	55	17322
HIGH SCHOOL : 11	10543	-9	-9	2768	533	13844

<sup>1</sup> STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup> Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup> Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

DATE OF ENROLLMENT COUNT:                     

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	15736	118468
4	17089	118963
5	17477	119222
6	16912	121072
7	17473	125515
8	17480	126545
HIGH SCHOOL (SPECIFY GRADE:)	14506	123816

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
PORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STA  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	12463	3341	8
4	13454	4227	7
5	13849	4934	10
6	13201	4259	10
7	13734	3695	4
8	13825	3709	8
HIGH SCHOOL :	10354	8065	0

<sup>1</sup>Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	3138	-9	-9	3138
4	3426	-9	-9	3426
5	3492	-9	-9	3492
6	3327	-9	-9	3327
7	3451	-9	-9	3451
8	3371	-9	-9	3371
HIGH SCHOOL :	2774	-9	-9	2774

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009

2007-2008

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS <sup>2</sup> (9)
3	96	-9	-9	-9	-9
4	101	-9	-9	-9	-9
5	154	-9	-9	-9	-9
6	263	-9	-9	-9	-9
7	145	-9	-9	-9	-9
8	132	-9	-9	-9	-9
HIGH SCHOOL :	732	-9	-9	-9	-9

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without thes

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

PAGE 14 OF 18  
OMB NO. 1820-0659  
FORM EXPIRES: 08/31/2009  
STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1	2	3	4						10A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MEAP	957	5589	4567	1342	-9	-9	-9	-9	-9	12455
4	MEAP	723	5079	6036	1609	-9	-9	-9	-9	-9	13447
5	MEAP	861	4919	5075	2984	-9	-9	-9	-9	-9	13839
6	MEAP	309	5073	6667	1142	-9	-9	-9	-9	-9	13191
7	MEAP	299	4139	5373	3919	-9	-9	-9	-9	-9	13730
8	MEAP	280	4432	5275	3830	-9	-9	-9	-9	-9	13817
HIGH SCHOOL :	MME	21	1088	3714	5531	-9	-9	-9	-9	-9	10354

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

2

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME										10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL :		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:           

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>2</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.



TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	10B ROW TOTAL <sup>1</sup>
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL :		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:  

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	1	2	3	4						10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	MIAccess	1758	784	596	-9	-9	-9	-9	-9	-9	3138	1155
4	MIAccess	1841	923	662	-9	-9	-9	-9	-9	-9	3426	1346
5	MIAccess	2088	688	716	-9	-9	-9	-9	-9	-9	3492	1585
6	MIAccess	2035	799	493	-9	-9	-9	-9	-9	-9	3327	1730
7	MIAccess	2135	704	612	-9	-9	-9	-9	-9	-9	3451	1931
8	MIAccess	1925	921	525	-9	-9	-9	-9	-9	-9	3371	2123
HIGH SCHOOL :	MIAccess	1257	1028	489	-9	-9	-9	-9	-9	-9	2774	1709

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2007-2008

STATE: MI - MICHIGAN

SECTION F. SUMMARY OF THE PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	12455	-9	-9	3138	96	15697
4	13447	-9	-9	3426	101	16981
5	13839	-9	-9	3492	154	17495
6	13191	-9	-9	3327	263	16791
7	13730	-9	-9	3451	145	17330
8	13817	-9	-9	3371	132	17328
HIGH SCHOOL :	10354	-9	-9	2774	732	13860

<sup>1</sup>STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: MI - MICHIGAN

Which assessment

### Reasons for Exception

[illegible]

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: MI - MICHIGAN

Which assessment

Discrepancies

	Pages 4 and 13: Michigan requires all students to participate in the appropriate state assessment (regular and alternate). Therefore, Michigan does not collect the reasons why a student was not assessed. In addition, NCLB does not allow parent exemptions, so Michigan has no plans to collect this information in the future. Also, Michigan does allow applications for NCLB medical exemptions, but currently does not keep a record of them by grade level.
	Pages 9 and 18: The discrepancy results from Michigan's inability to account for all student who did not receive a valid score. Michigan does not collect the reason why a student was not assessed.

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION  
AND REHABILITATIVE SERVICES  
OFFICE OF SPECIAL EDUCATION  
PROGRAMS

TABLE 6

## COMMENTS

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MI - MICHIGAN

COMMENTS

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

ORIGINAL SUBMISSION  
CURRENT DATE: January 30, 2009  
Version Date: 12/16/2008

**FFY 2007 Annual Performance Report**

**Appendix G:**

**Table 7 Report of Dispute Resolution**

STATE: \_\_\_\_\_

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	280
(1.1) Complaints with reports issued	243
(a) Reports with findings	154
(b) Reports within timeline	196
(c) Reports within extended timelines	47
(1.2) Complaints withdrawn or dismissed	28
(1.3) Complaints pending	9
(a) Complaints pending a due process hearing	8

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	125
(2.1) Mediations held	92
(a) Mediations held related to due process complaints	1
(i) Mediation agreements	1
(b) Mediations held not related to due process complaints	91
(i) Mediation agreements	73
(2.2) Mediations not held (including pending)	33

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	88
(3.1) Resolution meetings	70
(a) Written Settlement agreements	45
(3.2) Hearings (fully adjudicated)	4
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	3
(3.3) Resolved without a hearing	57

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	20
(4.1) Resolution meetings	18
(a) Written settlement agreements	15
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0